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NEWSPAPER PUBLICITY
FOR THE
PUBLIC SCHOOLS

BY
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Submitted
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in the Faculty of Philosophy
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R. G. R.

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CHAPTER I

THE SCOPE AND PURPOSE OF THE STUDY

NEWSPAPER PUBLICITY FOR THE PUBLIC SCHOOLS

The daily newspaper is one of the means of informing the public about the public schools. A large number of articles have been written on this subject but they have all been general in content and based merely upon opinion. One study on the subject¹ includes an opinion of the value of the daily newspaper for carrying school news as collected from 111 superintendents of schools; another² includes a classification and analysis of educational news found in a single newspaper over a period of one year.

The purpose of the following study is to present a body of fact relative to the use of the daily newspaper for carrying school news throughout the United States and to draw such conclusions as seem warranted.

The scope of the inquiry is indicated by the following headings:

The Amount and Character of School News Found in the Daily Newspaper.

School News From the Editor's Viewpoint.

School News From the Superintendent's Viewpoint.

School News From the Reader's Viewpoint.

A Program for School Information Service.

THE AMOUNT AND CHARACTER OF SCHOOL NEWS FOUND IN THE DAILY NEWSPAPER

To furnish the facts for this part of the study, 25 cities were chosen at random, representing various sections of the country. They were selected from the following population groups:

Group I. Cities, 100,000 in population and over.

Group II. Cities, 30,000 to 100,000 in population.

Group III. Cities, less than 30,000 in population.

These cities were distributed over seventeen states, representing five of the geographical divisions of the country. In each city the largest daily newspaper was subscribed to for a period of three

¹Neale, Mervin G. —School Reports in American Cities, p. 60.

²Garlin, R. E. and Pittenger, E. F.—Educational Publicity in Daily Newspapers. School Board Journal, December 1921; p. 41.

months—January, February, and March. The “size” of the newspaper was determined on the basis of the circulation figures in Ayer’s American Newspaper Annual and Directory for 1921. A number count was then made of the news articles dealing with local public school matters. In addition, a column-inch measurement was made of the school news found in six of the above newspapers, two from each of the population groups mentioned. It is believed that the newspapers studied represent a fair sampling of school news in the daily paper. The facts thus collected, analyzed, and tabulated, are presented as evidence of the amount and character of school news found in the daily paper.

*Scope and
Purpose of
the Study.*

SCHOOL NEWS FROM THE EDITOR’S VIEWPOINT

School news is of two kinds; that which is secured and published independently of school systems, and that which is prepared especially for the newspaper by school systems. In either case it must be passed upon by the newspaper organization. It is therefore necessary to study the practice and opinion of newspaper editors in connection with school news. To secure this information, a question sheet was sent to 200 editors of representative newspapers. Replies were received from 98 editors in cities representing each of the population groups and located in 40 different states. This point of view is most important to those who are responsible for educational publicity. The facts collected from these question sheets will be set forth as representing the practice and viewpoint of newspaper organizations relative to school news in the daily paper.

SCHOOL NEWS FROM THE VIEWPOINT OF THE SUPERINTENDENT OF SCHOOLS

Information for newspaper publication is often collected and prepared within the school system itself. Therefore, the policies, practices, and opinions of school superintendents relative to the publicity activities of school systems have an important place in this study. A question sheet was sent to 500 superintendents of representative school systems. Replies were received from 250 superintendents in cities representing each of the population groups and located in 45 different states. The facts collected from these question sheets will be set forth as representing the practice and viewpoint of superintendents of schools in relation to the collection, preparation, and pub-

SECESSIONISTS ARE DEFEATED IN COOPERATION OF CATTLEMEN AND PACKERS URGED AS ANNUAL COWMEN'S SESSION IS OPENED **ENROLLMENT GROWS TO POINT THAT CLASSES ARE UNABLE TO FUNCTION IN LIMITED SPACE NOW PROVIDED** BITTER DEBATE IN STATE SENATE

If It Happens
In White Plains You'll
Read It In The Reporter
THE DAILY REPORTER
WEATHER
Fair and warmer to-
night; clearing Wed.

Published in the Interest of the City of White Plains

Principal Houseman's Talk on "Social Activities in High School," During Which He Condemned Fraternities, Saying They Are Detriment to School, Followed by Heated Debate Regarding Alleged Happenings at Dances of Younger Folk; Critics and Defenders Both Are Heard; Principal Stands by Majority of Students; Meeting Votes Confidence in Faculty.

ALLEGED LAXITY OF MORALS ON THE PART OF THE YOUNG PEOPLE OF THE CITY, WITH PARTICULAR ATTENTION PAID TO THE BOYS AND GIRLS OF THE HIGH SCHOOL, WAS THE CHIEF TOPIC OF DISCUSSION AT LAST NIGHT'S MEETING OF THE PARENT-TEACHERS' ASSOCIATION OF THE HIGH SCHOOL. PRINCIPAL HOUSEMAN, INVITED TO THE MEETING TO GIVE AN ADDRESS ON ACTIVITIES IN THE SCHOOL, CONDEMNED FRATERNITIES, SAYING THEY NEITHER ARE GOOD FOR THE SCHOOL, NOR ARE THEY THEY DEMOCRATIC. THE ONLY REASON HE DOES NOT PULL THEM UP BY THE ROOTS AND BANISH THEM FROM THE SCHOOL ALTOGETHER IS THAT HE IS AFRAID IT WOULD BE TOO DRASTIC A MEASURE. THE DANCES HELD BY THE HIGH SCHOOL UNDERGRADUATES CAME IN FOR MOST OF THE DISCUSSION, THE "FRATS" BEING INCLUDED HERE ALSO. THE LARGER DANCES ARE UNDER FRATERNITY AUSPICES. STORIES OF ALLEGED DRUNKENNESS OF THE PARTIES AT AT LEAST ONE FRATERNITY MEMBER, DENIED. THE FLOOR BY A MEMBER OF THE FRATERNITY OF THE LATE FOUR'S KEPT BY TWO YOUNG BOYS AND TWO GIRLS OF THE SCHOOL WHILE AT THE DANCES, OF AT LEAST ONE YOUNG MAN AFTER THE RATHER ALLEGED CONDITIONS, ITS REFUTATION, AND A HOST OF OTHER TOPICS WENT TO MAKE UP ONE OF THE MOST HEATED MEETINGS OF THE KIND EVER HELD IN WHITE PLAINS. IT WAS BROUGHT OUT, AS STATED IN THE REPORTER YESTERDAY BY SECRETARY REDDING OF THE Y. M. C. A., THAT THERE IS A TENDENCY ON THE PART OF PEOPLE GENERALLY TO USE "HIGH SCHOOL GIRLS" AS A STANDARD EXPRESSION TO SPEAK OF THE YOUNGER GIRLS OF THE CITY, WHICH STORY, BY THE WAY, WAS TAKEN BY SOME AT THE MEETING AS A REFLECTION ON THE HIGH SCHOOL BOYS AND GIRLS. PRINCIPAL HOUSEMAN DEFENDED THE GREAT MAJORITY OF HIS PUPILS, SAYING ALSO THAT SOME OF THE BEST MEMBERS OF THE SCHOOL BELONG TO THE FRATERNITIES. OTHERS DEFENDED THE YOUNG PEOPLE FROM THE CRITICISM THAT WAS OFFERED. THE MEETING SEEMED TO BE DEALING A GREAT DEAL IN GENERALITIES, MOUNTAINS BEING BUILT UP, OR AN EFFORT BEING MADE TO BUILD THEM OUT OF MOLEHILLS. THE WHOLE STUDENT BODY CRITICISED BECAUSE OF THE ALLEGED ACTION OF ONE MEMBER OF THAT BODY. AFTER THE DISCUSSION HAD ENDED THE ASSOCIATION TENDERED A VOTE OF CONFIDENCE TO THE HIGH SCHOOL FACULTY. NO VOTE WAS TAKEN ON THE CONFIDENCE IN THE UNDERGRADUATES.

**Associated Press News Is
the Most Reliable News
in the World**

**If You Want to Know
Anything Ask Times'
Washington Bureau**

VOL. 73-NO. 37 SIXTEEN PAGES

SCHOOL NEWS OF FRONT PAGE IMPORTANCE

*Scope and
Purpose of
the Study.*

lishing of school news in the daily newspaper. It is of interest to note, in the case of both editors and superintendents, that a large per cent, approximately 50% took pains to fill out the question sheets.

SCHOOL NEWS FROM THE NEWSPAPER READER'S VIEWPOINT

The "consumer" of school news, the newspaper reading public, is after all the final judge of school news in the daily newspaper. The purpose of all school news is that it shall be read. To complete the study, therefore, an indication of the viewpoint of the newspaper reader is presented. Through a statistical process of selection, 10 newspaper articles, each having to do with the health of school children, were chosen for the judgment of newspaper readers. These articles were reproduced on a broadside. The readers were asked to rank them, beginning with that article which gave the greatest interest in the health of school children and ending with that which gave the least interest. Judgments were received from 369 individuals, 128 women and 241 men, representing 8 occupational groups and residing in 35 different states. In addition, the judgments of 34 expert women advertisers holding important advertising positions in the city of New York were secured. From these judgments, a scale of the articles has been constructed and is presented as an indication of the relative value which the newspaper reader gives to certain school news articles in the daily newspaper.

A PROGRAM FOR SCHOOL NEWS SERVICE IN THE DAILY PAPER

The last chapter of the study consists of two parts. First, the presentation of various types of school publicity as clipped from a large number of newspapers and contributed by superintendents of schools; these are presented for the purpose of serving as examples to school organizations desiring to inform the public through the daily newspaper. Second, suggestions for an organized school news service program in the daily newspaper.

HOW THE FACTS WILL BE PRESENTED

Each chapter will have the following organization: First, a general statement of the conclusions drawn from the material presented in the entire chapter; this will be presented first for the benefit of those who do not care to go into the details. Second, a discussion of the material collected and the methods used in preparing it for presentation. Third, the specific conclusions drawn

from each sub-topic taken up in each chapter. Fourth, the tabulation of the facts upon which the conclusions, both general and specific, are based. *Scope and Purpose of the Study.*

THE PURPOSE OF THE STUDY

The public schools of America belong to the American people and are supported by them. Their interest and support will depend to a large extent upon the information which they possess as to the activities and needs of the public schools. If this study brings to the administrators of American school systems and to the editors of American daily newspapers a conception of the importance of the daily press to the public schools and the conditions which control the use of the newspaper as a means of giving school information to the public, it will have served its purpose.

CHAPTER II

THE AMOUNT AND CHARACTER OF SCHOOL NEWS FOUND IN THE DAILY NEWSPAPER

GENERAL STATEMENTS

The facts presented in this chapter uphold the following statements:

The local public school system is an important source of news found in the daily press.

In general, the newspaper staff believes in presenting constructive and informational news in regard to the public school. The proportion of school news, sensational or destructive, which is found in the daily newspaper, is extremely small.

The editors of daily papers consider school news of sufficient importance to command place on the front page of the paper and comment in the editorial column. News of public school athletics, in fact, is often given an undue amount of space.

It would seem, therefore, that public school matters are of such importance to the community as to place their emphasis in the daily newspapers at least on a level with the emphasis given to society and professional sport. This is not the case.

Nevertheless, to the school administrator the fact must be evident that the newspapers are furnishing a large amount of information about the public schools to the general public. This medium of school publicity is, therefore, worthy of his consideration, his study, and his cordial cooperation.

The general summary and conclusions given above are based on a reading, analysis, and classification of 1800 newspapers in 25 different states.

MATERIAL COLLECTED AND METHOD USED

Any selection of newspapers upon which a number count is to be based should include newspapers which offer a wide variety in the amount and character of the school news which they publish. From Table I, page 21 it is clear that this variety was secured. From the list of cities given in the Appendix, Table A, it is evident that the geographical divisions of the country are represented. The newspapers also are fairly distributed among the three population groups: nine cities from Group I (100,000 and over); eleven cities from Group II (30,000 to 100,000); and five cities from Group III (less than

30,000). The particular newspaper chosen in each city was arbitrarily determined by selecting that paper which was reported in Ayer's American Newspaper Annual and Directory for 1921 as having the largest circulation.

*The Period
of Reading.*

The newspapers were subscribed to for the months of January, February, and March, of 1921. All issues of each paper which were received were read. The non-arrival of certain issues through faulty mail service or other reasons accounts for the fact that the same number of newspapers was not read for each city. The number of Sunday editions read is indicated in the tables. The period of time over which the newspapers were read does not include the opening or closing of the school year. At such times, school news in the newspapers would undoubtedly be heavier. The three months taken, however, probably represent fairly a period during which school news, uninfluenced in amount by special occasions, appears in the daily press.

*The
Classification of
School News.*

In the number count, only articles dealing with local public school news were considered. These were classified as read under the following headings: Articles Constructive or Informational in Nature, Articles Sensational or Destructive in Nature, and Articles Dealing with Public School Sport. In addition, the number of articles appearing on the front page, the number of editorials dealing with local public school matters, and the number of illustrations accompanying school news articles were enumerated.

*Criteria for
Classification
of School News.*

The judgment of the reader determined the classification of each article. This personal judgment was guided by the following criteria:

1. Constructive or Informational Articles.
 - a. All announcements, reports of school activities, social events, and the like.
 - b. News items having to do with the conduct and progress of the school system, such as school building programs, items of school finance, curricula, and the like.
 - c. News items evidently released by the school system such as school pages, school columns, signed articles, and the like.
 - d. Personal items relating to students or teaching staff.
2. Destructive or Sensational Articles.
 - a. All news "playing up" school scandal.
 - b. News items in which the emphasis was placed on some fad or foible such as short skirts, rouge, hazing.

- c. News items in which the school system was attacked without constructive suggestions.
3. Articles Dealing with School Sport.
Classification self determined.
4. Editorials.
Only such as dealt with local public school matters.

DETAILED FACTS AND CONCLUSIONS

SPECIFIC CONCLUSIONS BASED ON A NUMBER COUNT OF NEWSPAPERS IN 25 CITIES

*A Number Count
of School News
in Daily
Newspapers.*

As a result of the newspaper reading described, and from the data tabulated in the tables, the following conclusions seem warranted.

1. The number of local school news items found in the daily newspapers is large enough to warrant careful consideration. In 1800 newspapers from 25 cities, 5483 such articles or items were found. Individual cities vary in the number of items relating to school news, but considered in the three population groups the variation is slight.
2. School matters are evidently considered good news by the daily newspapers.
3. The bulk of school news in the daily press is constructive or informational. Table I, page 21 shows that 64% of all school news items are of this character. Individual cities vary considerably from this amount, but the variation of the three groups is negligible.
4. The number of sensational items relating to school matters is extremely small. Only 5% of all school news items are of this type. Newspapers in cities of Group I are more prone to print this kind of news.
5. The number of news items relating to school sport is relatively large. Of all school news items 30 % deals with sport. Newspapers in cities of Group II seem to specialize heavily in news of public school sport.
6. The proportion of school news considered of front page importance is small. Of all school news 5% is of front page importance. This varies little for all three population groups.

7. Editorial discussion of school matters is fairly frequent. Of all the items relating to school matters 4% is found in the editorial column. Considering the limited space devoted to editorials, this percentage is relatively larger than the 5% of school news items which appears on the front page. More editorials dealing with school matters were found in newspapers of Group I.
8. About one in every ten items on school matters is accompanied by an illustration. Cities of Group III fall short in the number of illustrations used.

*Tabulation
of Number
Count.*

In Table I, page 21 the measure of school news is expressed in terms of *numbers of articles* having to do with local public school matters. In the count, one article is equivalent to any other article, without reference to space. The table reports the *frequency* with which school news appears and, in so far as this element is concerned, is an indication of the importance of school affairs as news to the daily press. If anything, the number count reported falls short of the actual number of school news items appearing in the newspapers studied. No doubt some items were overlooked in the reading.

The news items found in each issue of a newspaper were recorded on a tabulating sheet similar to Form 1, page 20.

The results obtained are found in Table I, page 21.

SPECIFIC CONCLUSIONS BASED ON COLUMN INCH MEASUREMENT OF NEWSPAPERS IN 6 CITIES

*The
Column-Inch
Measurement.*

1. The amount of space given to local school news by the daily newspapers is considerable. In 144 newspapers, 4645 column inches of space were devoted to public school news.
2. Cities of Group III lead in the number of column inches given to this kind of news.
3. The space given to school news constructive or informational in character is relatively large. Of all school news in the six newspapers studied 66% is of this character. Cities of Group II rank the lowest in this particular.
4. The amount of space given to destructive or sensational news is extremely small. Of all school news in the six newspapers studied 5% is of this character. Cities of Group III devote a relatively large proportion of their space to this type of news.

The amount of space devoted to public school sport is relatively great. In the six cities studied 30% of the space devoted to schools dealt with public school sport. Cities of Group II lead in the amount of space devoted to sport.

6. The editorial column devotes considerable of its space to the discussion of school matters. In the six newspapers studied 4% of all the space devoted to local school matters is found in the editorial column.
7. Much less space is given to local public school news than is given to either "Society" news or news of professional sport. Of 27,299 column-inches of space devoted to local school news, educational news other than local public, society news, and professional sport,—professional sport stood first with 42%, society news second with 31%, local public school news third with 17%, and other educational news fourth with 9%.
8. School news is well illustrated as compared with news of professional sport and society news. In the six newspapers studied, society news leads with one illustration to every 81 column-inches of space, local public school news second with one illustration to every 141 column-inches, and professional sport news third with one illustration to every 170 column-inches.

School news items, items under the heading "Society", and items relating to professional sport, were measured in six of the newspapers included in the number count, two from each of the three population groups. These were chosen as typical of the larger group of 25 newspapers. They were read for the month of February. The criteria for the classification of the school news articles were the same as those which governed in the number count: Under society news all items were included which were published in the newspaper under the heading, "*Society News*", "*Social Happenings*", and the like. The other classifications used are self-determining. The statement which was made relative to the accuracy of the number count can be applied to the columns-inch measurement.

*Tabulation
of Column-Inch
Measurement.*

The column inches found in each issue of a newspaper were recorded on a tabulating sheet similar to Form 2, page 22.

The results obtained are found in Table II, page 23.

TABLE 1.
THE SCHOOL NEWS IN THE DAILY NEWSPAPER
A NUMBER COUNT FROM THE STUDY OF 1800 NEWSPAPERS

Size of Cities	City Number	Geographical Location	Number of Papers Read	Number of Sunday Papers	Total Number of Local Educational Articles Found	Percentage Of Articles Constructive or Informational In Nature	Percentage Of Articles Sensational or Destructive In Nature	Percentage Of Articles Dealing With School Sport	Percentage of Articles on First Page	Percentage of Articles Which Were Editorials	Number of Illustrations Accompanying Articles
Group I 100,000 and over in Population	1	Middle Atlantic	72	0	140	74	12	14	4	5	15
	2	North Central	78	12	204	69	9	22	7	10	21
	3	Middle Atlantic	76	0	155	56	19	25	12	6	4
	4	Plateau	66	10	58	40	19	41	14	—	5
	5	Pacific	70	9	243	72	7	21	2	4	23
	6	Middle Atlantic	85	12	292	71	2	27	.3	5	24
	7	Middle Atlantic	67	0	110	54	4	42	5	7	4
	8	Pacific	79	11	385	90	3	7	4	6	34
	9	Pacific	74	0	386	73	1	26	4	5	38
Totals			667	54	1973	72	6	22	4	6	168
Group II 30,000 to 100,000 in Population	10	North Central	84	11	376	42	3	55	10	2	14
	11	North Central	73	10	114	53	5	42	13	2	24
	12	North Central	83	11	168	69	7	24	12	2	44
	13	New England	65	0	111	87	4	9	7	2	7
	14	Plateau	83	12	232	41	2	57	—	2	31
	15	North Central	72	10	271	75	2	23	.3	2	35
	16	North Central	69	0	460	59	3	38	.6	.6	16
	17	New England	68	0	295	52	3	45	5	2	7
	18	North Central	81	11	118	57	8	35	3	6	17
	19	North Central	70	0	275	58	3	39	12	9	17
	20	Pacific	73	12	223	69	6	25	3	2	28
Totals			821	77	2643	58	3	38	5	3	240
Group III Less Than 30,000 in Population	21	Plateau	60	9	103	65	3	32	—	4	4
	22	Pacific	77	11	135	56	7	37	7	4	20
	23	Pacific	64	0	324	79	6	15	.6	3	2
	24	North Central	50	0	119	55	1	44	10	.8	1
	25	Middle Atlantic	61	0	186	88	4	8	2	3	2
Totals			312	20	867	72	4	23	6	3	29
			1800	151	5483	65	4	30	5	4	437

This table should be read as follows: In 72 newspapers from City No. 1, 140 local educational articles were found; of these, 74% were constructive or informational in character; 12% were sensational; etc. . . . 15 illustrations accompanied the 140 articles.

FORM 2.

TABULATING SHEET FOR COLUMN-INCH MEASUREMENT

PAPER..... DATE.....

I. LOCAL EDUCATIONAL NEWS.

	No.	In.	Pg.	Pos.		
EDITORIAL						
ATHLETIC						
CONSTRUCTIVE						
NON-SOCIAL INFORMA- TIONAL OR ANNOUNCE- MENT						
SOCIAL						
SENSATIONAL						
CUTS					Phot.	Graph.

TOTAL

II. EDUC. NEWS OTHER THAN PUBLIC LOCAL

	No.	In.	Pg.	Pos.
COLLEGE				
STATE OTHER THAN NATIONAL				
NATIONAL				
NON-PUBLIC LOCAL				

TOTAL

III. SOCIETY NEWS (SO LABELED)

No.	In.	Pg.	Pos.	Phot.	Graph.

TOTAL

IV. SPORT OTHER THAN PUBLIC LOCAL

No.	In.	Pg.	Pos.	Phot.	Graph.

TOTAL

REMARKS:

TABLE II.

SPACE DEVOTED TO LOCAL SCHOOL NEWS COMPARED WITH THAT DEVOTED TO SOCIETY, PROFESSIONAL ATHLETICS, AND EDUCATIONAL NEWS NOT PUBLIC LOCAL

1. NEWS DEVOTED TO THE LOCAL PUBLIC SCHOOLS IN COLUMN INCHES

<i>City</i>	<i>Population Group</i>	<i>Number Papers Read</i>	<i>Number Sunday Editions</i>	<i>Total Column Inches</i>	<i>Percent of Constructive School News</i>	<i>Percent of School Athletic News</i>	<i>Percent of Sensational or Destructive School News</i>	<i>Percent of Editorials on Local School Matters</i>	<i>Number of Cuts Used With School News</i>
A	Group I	23	2	315	63	35	1	23	3
B	Group I	24	0	440	67	31	2	6	9
C	Group II	28	4	904	37	61	1	2	11
D	Group II	24	0	901	47	48	5	0	5
E	Group III	23	0	1129	86	11	3	4	3
F	Group III	22	0	956	86	7	14	3	2
ALL 6 CITIES		144	6	4645	66	29.5	5	4	33

2. EDUCATIONAL NEWS OTHER THAN LOCAL PUBLIC SCHOOL IN COLUMN INCHES

<i>City</i>	<i>Population Group</i>	<i>Number Papers Read</i>	<i>Number Sunday Editions</i>	<i>Total Column Inches of Educational News Other Than Public Local</i>	<i>Percent of College News</i>	<i>Percent of State Educational News</i>	<i>Percent of National Educational News</i>	<i>Percent of Non-Public Local School News</i>
A	Group I	23	2	524	85	1	7	—
B	Group I	24	0	604	80	29	6	1
C	Group II	28	4	764	67	6	15	12
D	Group II	24	0	495	72	19	5	5
E	Group III	23	0	105	31	38	30	—
F	Group III	22	0	42	100	—	—	—
ALL 6 CITIES		144	6	2534	74	16	10	5

3. SPORT OTHER THAN PUBLIC SCHOOL IN COLUMN INCHES

<i>City</i>	<i>Population Group</i>	<i>Number Papers Read</i>	<i>Number Sunday Editions</i>	<i>Total Number Column Inches Devoted to Sport Other Than Public School</i>	<i>Number of Cities Used with Sport News</i>
A	Group I	23	2	3577	13
B	Group I	24	0	914	11
C	Group II	28	4	4461	39
D	Group II	24	0	1469	2
E	Group III	23	0	1026	0
F	Group III	22	0	128	3
ALL 6 CITIES		144	6	11575	68

4. SOCIETY NEWS IN COLUMN INCHES

<i>City</i>	<i>Population Group</i>	<i>Number Papers Read</i>	<i>Number Sunday Editions</i>	<i>Total Number Column Inches Devoted to Society News</i>	<i>Number of Cities Used with Society News</i>
A	Group I	23	2	2141	52
B	Group I	24	0	968	20
C	Group II	28	4	1520	20
D	Group II	24	0	2243	11
E	Group III	23	0	1246	3
F	Group III	22	0	427	0
ALL 6 CITIES		144	6	8545	106

5. SUMMARY TABLE IN COLUMN INCHES

	<i>Total Column Inches Devoted to All Four Items</i>	<i>Percent of Local Public School News</i>	<i>Percent of Educational News Other Than Local Public School</i>	<i>Percent of Society News</i>	<i>Percent of Sport News Other Than Public School</i>
ALL 6 CITIES	27299	17	9	31	42

PUPILS MUST STUDY—BI

NO REASONABLE OBJECTION can be raised to the demand of the Seattle school authorities that students in the High Schools should pass in three out of four subjects in each semester.

The courses of study in these institutions are not notably difficult.

The Tucson Citizen

ASSOCIATED PRESS LEASED WIRE EVERY WEEK DAY
UNITED PRESS LEASED WIRE SUNDAY MORNING
Member
AMERICAN NEWSPAPER PUBLISHERS' ASSOCIATION
AUDIT BUREAU OF CIRCULATION
ARIZONA DAILY NEWSPAPER ASSOCIATION

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The Associated Press is exclusively entitled to the use of republication of all news dispatches credited to it or not otherwise credited in this paper and also the local news published herein.

SUPPORT THE HIGH SCHOOL

SUPT. C. T. ROSE of the Tucson schools, in today's Citizen, states definitely just what his views are as to the construction and uses of the proposed new high school for Tucson.

In promising the readers of The Citizen on Thursday that such a statement would be submitted to them today, through The Citizen by Mr. Rose, we said:

"We prophesy his state of mind in advance of Sunday far enough to assert that we expect it to be such a money saving to be spent

MAIL SUBSCRIPTION RATES.

Foreign News, per year \$6
Foreign News, one month \$1
Entered August 19, 1919, at the Postoffice at Buffalo, N. Y., as second-class matter under the act of March 3, 1879.

SCHOOLMASTERS AND ASHMEN.

The council has lost no time in taking full advantage of the decision of the Court of Appeals in the Buffalo school case. It went so far at yesterday's meeting, when the budget was adopted, as to fix the salaries of employees of the department of education, this despite the objection of Commissioner Graves.

Salary increases were proposed for several workers in the public school in recognition of long and faithful service. The high ground of the commissioners' endeavor was perceived.

Wichita Daily Eagle

Editorial Office: LUTHER MURRAY, Editor
Business Office: CHARLES D. ORIN, Editor
Published by the LUTHER MURRAY PUBLISHING CO.
Founded in 1879 by LUTHER MURRAY
Largest circulation in Wichita is given by agents and carried on its entire third floor and other daily newspapers published in Kansas. Circulation guaranteed by regular statements to Audit Bureau of Circulations.
Entered at the postoffice in Wichita, Kansas, for transportation through the mail as second-class matter.
The Wichita Eagle, Daily and Sunday, is published at Wichita, Kansas, at the rate of \$5.00 per year in advance. Single copies 10 cents. No subscription orders without cash or order.
All communications should be addressed to the editor, except those of a business nature, which should be addressed to the business manager.
Copyright, 1919, by LUTHER MURRAY PUBLISHING CO.

TO SPEAK WELL.

Educational devices, like almost everything else, are a matter of development. They do not come into being full-grown; nor do they attain a state of perfection overnight. There are devices that can be rejected at once because they do not meet the demands, and there are others which with a little readjustment may be made to work with great success.

To the latter class belong the CHILDREN'S MORALS.

One of The Journal's correspondents enters a plea for vigorous and downright moral instruction in the schools. The laws of right and wrong, says the correspondent, should be brought home as home, not as a candied ideal for a possible, moral sweet-tooth. Tell tales which print in a principle, chalk downright maxims on the blackboard for memorizing, and when children come forward with honest problems meet them openly. Our fear of being regarded as moralistic snobs has resulted in the specification of our moral tutors. Turfians may have been dour, but at least they were men.

Long ago Plato, who was an observer of life as a whole, said:

FINISH IT

The Roosevelt Intermediate school, largest and handsomest of Wichita's public school buildings, is about half finished, and work upon it has been abandoned. The building is half

BOISE SCHOOLS

The Statesman publishes at the request of correspondent figures that deal with actual and proposed expenditures of the Boise school district. They were given by the president of the school board and are as follows:

For year ending June 30, 1919	\$233,201.23
For year ending June 30, 1920	\$421,462.35
Estimate for year ending June 30, 1921	\$500,000.00

ALL HONOR TO NEAR CHAMPS.

Rockford never sent a team to the state high school basketball tournament which fought harder for the championship than the squad which battled so valiantly with their old time foe, the Maroon Ave. at Urbana Saturday night and then only lost first honors by a whisker in the final quarter of the championship.

THE DAILY REPORTER

White Plains Daily Record and White Plains Daily Argus
Official City and County Newspaper

Published Every Business Day By

—THE—

White Plains Publishing Co.
(INCORPORATED)

Marion Bldg., 148-150-152 Martine Ave. Telephone

Entered as second-class matter May 9, 1918, at the Postoffice at White Plains, N. Y., under the act of March 3, 1879.

W. Lee Tuller Publi
Walter V. Hogan Ed

SUBSCRIPTION RATES BY MAIL

	One Month—\$0c	One Year—\$
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Foreign Representatives: Geo. B. David Co., Inc., 171 Madison Ave., New York City. A. R. Keater, 1411 Hartford Bldg., Chicago, Ill.

White Plains, N. Y., Thursday, February 24, 1921

SCHOOLS

The people of this city are faced by a fact that needs to be met with serious consideration on the part of everyone. It exists in the public schools.

According to Superintendent of Schools Lumbard there are now 1800 children on part time. More than one third the total of school children in the city! Nearly one-half the boys and girls of White Plains receiving their education in a haphazard sort of way, due to the fact

CUT SCHOOL EXPENSES LAST!

THE TIMES WARMLY COMMENDS the drastic retrenchment program advocated before the state House yesterday by Speaker E. H. Ogle. But demands that this retrenchment shall not be at the expense of the school children of Washington.

Cut, by all means, and in every possible direction! The public demands vigorous action. The necessities of the taxpayers of Washington command it.

As Mr. Ogle significantly declared: "If this Republican Legislature fails to curb the useless increasing state indebtedness and the consequent tax burden, it would be well had we never convened."

There is only one inference to be drawn from his

Moreover, it is rare to find ders. The High School student relaxation. But the comparison must not be inverted.

Nothing must be allowed for which High Schools and co

Daily, three months, by mail, in advance	
Daily, one month, by mail, in advance	
Towns outside of Spokane, through agents, by city subscribers, by carrier payable weekly.	
Weekly Chronicle, six months in advance, a year, in advance, at 60c.	

Spokane Can Not Afford to Make Her Schools V

With the defeat of the school code, Spokane schools are facing a teacher famine for the 1922 term, according to the report of school officials.

EDITORIAL

OUR CHILDREN MUST NOT LOSE THEIR HERITAGE

NO CONSIDERATION of money can or will justify drastic curtailment of educational appropriations being upon the state Legislature.

THE SCHOOLS RE-4

Elkins' most important opens its doors again today there has been no depression school system. The plant is clean today than it ever was. It had a larger and more efficient and operating staff.

TO FIND THE RIGHT

The conditions out of school has grown are valid and serious to make of school a real need every community. It is more than ever essential boys and girls, when the work, should be helped in selection of the work or training for it by some organized guidance. There is in the life of individual little else that is important than the finding right job, the work for is qualified. Not a few tragedies of middle age which come to light.

Intelle

THE chief defect of excess of instruction, but we do not but we do not may take them or leave they are useless in the

CHAPTER III

SCHOOL NEWS FROM THE EDITOR'S VIEWPOINT

GENERAL STATEMENTS

From a study of the material contained in Chapter III, the following conclusions have been drawn.

School items have real news value to the daily press.

School systems are cooperating to some extent with newspapers in the collection of school news.

A large amount of school news is being collected by newspapers independently of the school organization.

To a considerable extent, school reporters are furnishing school news to the newspapers.

The type of school news published in the daily newspaper is to some extent determined by the size of the city.

School pages and school columns are not common types of school news.

Special feature articles, high school notes, elementary school notes, and Parent-Teacher Association notes are the most common types of school news.

Public school athletic news is given undue emphasis in the daily press.

The best type of school news is that which has news value in itself.

School news should not in general be placed in departments. It should take "the run of the paper" and compete with other news for position.

In general, newspaper editors do not approve of charts and graphs in school news.

The use of illustrations in connection with school news is influenced in large newspapers by the amount of space available, and in small newspapers by the expense entailed.

Newspaper editors evidently desire the cooperation of school officials in the publication of school news. They believe in it and are willing to print more school news of the right sort.

In general, school people have not learned the technique of newspaper writing. They do not recognize the elements which make for news interest. Their writing style is not suited to the newspaper. They do not know how to prepare copy properly. They do not col-

lect news systematically nor deliver it promptly. There is a very definite body of rules and suggestions for the proper preparation of newspaper copy.

The person responsible for preparing school news for the daily newspaper should adopt a friendly, cooperative, working basis with the newspaper organization. He should make himself familiar with the style and practices of the particular newspaper for which he is writing. He should perfect himself in the elements of news preparation as listed in the paragraph above.

Newspaper editors in general are without question interested in school news. They are sympathetic toward public school systems. They are willing to meet the school people more than half way in putting before the public information relative to the public schools.

The general summary and conclusions given above are based on the information submitted by 98 editors representing 40 different states.

MATERIAL COLLECTED AND METHOD USED

*How the
Editor's
Viewpoint
Was Secured.*

A question sheet was sent out to the editors of 200 daily newspapers. These newspapers represented every state in the Union, and were proportionately distributed among the three population groups mentioned in the previous chapter. Replies were received from 98 editors, approximately 50%. The editors replying were located in 40 different states, and fairly represent all three population groups. A list of the newspapers cooperating is given in the Appendix, Table B. A large number of personal letters was received in connection with the returned question sheets. In practically every case the information given was signed by the editor himself.

A conscientious attempt has been made to report the opinions of the editors exactly as they were given. Wherever possible, their very words have been quoted. The cooperation and keen interest which the editors of these representative newspapers have shown in the subject of the study, have made it possible to present an authoritative body of fact and opinion, representing the thought of those who are responsible for the conduct of the daily paper.

The question sheet sent to the editors is reproduced as Form 3, page 37. From it the exact wording of the questions can be determined.

Note: All tables are numbered or lettered in such a way as to refer to that portion of the question sheet upon which they are based. For example, in Table III, the Roman numeral I at the left side of the table and the Arabic numerals 1-2-3-4-5-6, at the head of the columns, indicate that this table is based on the Question Sheet sent to the Editors, questions 1, 1, 2, 3, 4, 5, 6. This method of designation will enable the reader, in the case of all tables, to identify the exact words in which the information tabulated was requested.

DETAILED FACTS AND CONCLUSIONS

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 98 EDITORS

1. The most common method used by newspapers in collecting school news is the assigning of a reporter to cover the school system. Table III, page 38 shows that 39% of the newspapers use this service daily, and that 19% use it irregularly. A larger percentage of newspapers in Group II use this method. *How Newspapers Collect School News.*
2. The second common method used by newspapers in collecting school news is the employing of paid student reporters. Table III shows that 17% of the newspapers use this service daily and that 32% use it irregularly or at intervals which were not specified. It is used most commonly by newspapers in cities of Group II.
3. The superintendent of schools is the third most important source of school news to the newspapers. Table III shows that 49% of the newspapers are furnished news by the superintendent of schools. In most cases this news is furnished irregularly. Newspapers in cities of Groups II and III more commonly receive news from the superintendent than those in cities of Group I.
4. Paid teacher reporters are very little used by newspapers. Table III shows that only 2% of the newspapers use this service.
5. Few newspapers employ an educational editor. Table III shows that only 10% of all newspapers employ one. Most educational editors are found with newspapers in cities of Group I.
6. About half of all newspapers receive news from individual schools. Table III shows that 46% of the newspapers reporting get school news from this source. Practically all of it is furnished irregularly.
7. In most cases the newspaper depends upon definite reporters and paid student reporters for daily news service. Table III shows that only 3% of the newspapers get school news daily from the superintendent.
8. Newspapers evidently do not believe in collecting school news weekly or monthly. Table III plainly indicates this fact.

9. Newspapers collect a large part of their school news irregularly. Table III shows that 19% of the newspapers assign reporters to school news irregularly and that 31% of the newspapers get school news from the superintendent irregularly. The figures in Table III under the heading "Service Unspecified" should probably be included under "Irregularly".
10. About one half of the school systems are making little or no effort to furnish school news to the newspaper. Table III shows that 45% of the superintendents and that 46% of the individual schools furnish no school news to the newspaper.
11. The size of the city evidently has little effect upon the method of collecting school news, with the following exceptions: Newspapers in cities of Group I use the least number of student reporters. Newspapers in cities of Group I employ most of the educational editors.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 98 EDITORS

*The Types
of School News
Found in Daily
Newspapers.*

1. The school page is not a common type of school news. Table IV, page 39 shows that only 12% of the newspapers use this type. Newspapers in cities of Group I use it most commonly.
2. The school column is not a common type of school news. Table IV shows that only 14% of the newspapers publish this type. The daily publication of the school column is most common in newspapers of cities in Group I. It is published in only 4% of all newspapers.
3. Special feature articles are used by about one half of the newspapers as a type of school news. This type is reported about equally often by newspapers in cities of all three groups. The most common practice is to publish these articles irregularly.
4. More newspapers report the use of high school notes than any other type of school news. Table IV shows that 70% of all newspapers publish this type of school news. The most common practice is to publish it daily or irregularly. Newspapers in cities of Group II lead in the daily publication of school notes. Newspapers in cities of Group III lead in the irregular publication of school notes.

5. Elementary school notes are reported by about one half of the newspapers as a type of school news used. Table IV shows that the largest percentage of all newspapers publish this type irregularly. Newspapers in cities of Group II lead in the daily publication of elementary school notes. Newspapers in cities of Group III lead in the irregular publication of elementary school notes.
6. Public school athletic news is featured as a department by about one half of the newspapers. Table IV shows that newspapers in cities of the three groups vary little in the number of times which they report this type used.
7. Parent-Teacher Association notes are used by about one half of the newspapers as a type of school news. Table IV shows that newspapers in cities of the three groups vary little in the number of times they report this type of school news. The most common practice is to publish Parent-Teacher Association notes daily or irregularly.
8. On the whole school news appears in the daily newspaper either daily or irregularly. Table IV shows that very little school news is published weekly with the exception of the school page and high school notes, that practically no school news is published monthly, and that there is practically an equal division between daily publications and publication irregularly.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 98 EDITORS

1. The proper position of school news in the daily newspaper is wherever its news value warrants. In newspaper parlance, it should take "the run of the paper".
2. In the opinion of newspaper editors, departments in the daily newspaper are undesirable and are fast going out of use.

*The Proper
Position of
School News
in the Daily
Newspaper.*

From the replies received in answer to the question "What is the proper position of school news in the daily newspaper?" there is no doubt but that the majority of newspaper editors are unfavorable to special departments. Their arguments against such special departments are these: They are expensive to maintain; they interfere with the make up of the paper; and, last, they are not effective. So far as school news is concerned, the editors expressed the opinion that no one reads a school department in the newspaper unless he is already interested in the schools. As one editor expressed it: "You don't want to fish for those that you've already hooked".

The editors were nearly unanimous in the opinion that school news should compete with all other news for space and position. If it is of first page news value, then it should go on the first page. On the other hand, to quote again, "If it is of no value, as is so often the case, it should go into the waste basket". The position of school news is presented in Table V, page 40.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 98 EDITORS

*The Value of
Illustrations
to School News
in the Daily
Newspaper.*

1. Many editors believe that illustrations are of no value to school news. About one third of the editors of newspapers in cities of Groups I and II and about one half of the editors in Group III assign no value to illustrations.
2. The item of expense enters into the matter of illustrations. From the letters received it is evident that in the smaller cities of Group III the item of expense influences the opinion expressed as to the value of illustrations.
3. Some editors are of the opinion that the school system should furnish the cuts for illustrations.
4. The editors frequently stated that illustrations of persons or of action are much more valuable than illustrations of buildings, grounds, etc.
5. Probably the keen competition for space in large newspapers, and the item of expense in small newspapers, influence the prevailing opinion as shown in Table VI, page 40 that illustrations are of little or no value to school news in the daily newspaper.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 98 EDITORS

*The Value
of Charts and
Graphs to
School News
in the Daily
Newspaper.*

1. In general, newspaper editors do not believe that charts and graphs are of much value to school news in the daily newspaper. Table VII, page 41 shows that editors of newspapers in cities of the three groups agree very closely in this opinion. About 5% of the editors characterize charts and graphs as actually harmful to school news. Approximately 70% assign to them little or no value. About one-fourth of the editors consider that they have some value.
2. In letters received from the editors, the opinion was expressed that charts and graphs are adapted to specially trained readers, but that the average reader pays no attention to them. This opinion may be due to the

kind of charts and graphs which have been submitted to newspapers. If, however, simple charts or graphs which contain the elements of the picture in them were used, perhaps they would appeal to the general newspaper reading public. The average newspaper editor has probably had little experience with this type of graphic representation. His very definite opinion, therefore, may be biased.

SPECIFIC CONCLUSIONS BASED ON THE REPORT OF 98 EDITORS

1. Newspapers would use more school news if it were furnished to them properly prepared. Table VIII, page 41 shows that 77% of the newspaper editors definitely stated that they would use more news of this sort. Only 6% submitted no answer. *The Demand for School News by Daily Newspapers.*
2. Newspapers in cities of Groups II and III are evidently more desirous of school news than those in cities of Group I. This is plainly indicated in Table VIII. No doubt the stronger competition for space in newspapers of the larger cities causes less demand for school news.
3. In many of their letters, editors expressed regret that school systems were not cooperating with newspapers in furnishing school news to the public.
4. The majority of editors expressed their belief in the news value of school matters and in the desire of the newspaper reading public to get this kind of news.
5. Many editors expressed the opinion that only by intelligently informing the public of school matters through the daily press can school officials hope to get proper financial support for the public schools.

On the question sheet sent to the editors, they were asked, first, to list some of the common faults of news copy furnished by school people, and, secondly, to state five or six rules or suggestions which will be of benefit to school people in preparing news for the press. The large number of replies received in answer to these questions, indicates the interest which the editors took in the study, and their willingness to assist in the problem of preparing school news for publication. The replies to both questions were carefully noted and classified together under certain main headings. As far as possible, the exact words of the editors have been quoted. This compilation needs no comment except to emphasize the fact that, coming from a large number of representative newspaper editors, it presents to the *The Preparation of School News for the Daily Newspaper.*

school administrator a body of rules and suggestions which will be of great value in the preparation of school news for the daily newspaper. The experience and newspaper practice which lie behind these rules and suggestions give to them unusual weight.

RULES AND SUGGESTIONS FOR THE PREPARATION OF SCHOOL NEWS IN DAILY NEWSPAPERS

From the Reports of 98 Newspaper Editors

III-2

*Rules for
Preparing
School News.*

1. SUBJECT MATTER.

- (a) "Write news, not propaganda—news is something happening, an event of some sort, not an argument to prove or disprove some theory or proposition."
"Give information rather than advice or instruction."
- (b) Be accurate, truthful, meticulously exact as to facts, names, and details.
- (c) Write news for the public and not for the purpose of personal exploitation.
- (d) Names have great news value.
"A story about an individual is always better than group facts."
- (e) "Eliminate favoritism and personalities in preparing articles."
- (f) "Eliminate inconsequential details, trivial happenings, commonplaces in general."
"Don't overemphasize nonessentials."
- (g) "Run in a humorous phrase when it doesn't hurt anybody and when it does not spoil the text."
- (h) "Make the story appeal to the average reader—more human stuff."
- (i) "News should be written from the standpoint of the public, not from the standpoint of the school."
- (j) "In general avoid submitting the achievements of precocious children unless the newspaper invites such contributions. Remember that every parent imagines his child to be a marvel."
- (k) "Give the news about exceptional pupils, the latest experiments in education, and the like."

2. NEWSPAPER STYLE.

- (a) "Study the style of the newspaper and follow it."
"Make every contribution interesting by employing newspaper rather than literary diction."
"Write news, not literature." *Rules for Preparing School News.*
- (b) "Use news style as distinct from editorial style."
"Avoid the expression of opinion—merely recite what happened without interpreting what it means."
"Do not usurp editorial prerogatives by calling the attention of the public to school needs. Acquaint the editor with such needs and let him do the crusading."
"News is not editorial discussion."
"Give facts, not opinions."
"Get away from the academic."
"Get out of the idea of 'we' and 'our'."
- (c) Use a simple style.
"Keep away from the technical and get down to simple terms."
"Avoid attempts at 'fine writing'."
"Use more American and less English."
"Be concise."
"Write clearly and to the point."
"Use short words instead of long ones."
"Avoid the use of too many adjectives."
"Use fewer capital letters."
"Don't be flamboyant."
"The public does not want 'fancy work' in news—just a simple statement of facts."
"Do not write in an ornate or didactic style—make it snappy."
- (d) Be brief.
"Make it short."
"Make it brief and snappy."
"Don't use too many words to say little."
"Don't be verbose."
- (e) "Get the main fact into the first paragraph."
"Get the gist of the story into the 'lead' and avoid mistaken headlines."
"Write the story in the first paragraph and let the details follow."
"State principal facts first."
- (f) Avoid repetition.

*Rules for
Preparing
School News.*

3. NEWS SENSE AND NEWS INTEREST

- (a) "Develop a news sense and a sense for 'human interest' stories."
 - "Learn to spot 'news' when seen or heard."
 - "Learn what live news is and stick to it. The public can't be interested by long drawn out essays."
 - "It is the unusual that makes news."
 - "Realize the value of the news feature article."
 - "In writing news items, feature the unusual."
 - "Stress the strange, the odd, the unusual."
 - "Write about those things only which actually possess the elements of general interest."
 - "Learn to see the 'story' in the news."
 - "Regular routine matters do not interest readers."
 - "Keep the paper informed of all innovations."

4. THE COLLECTION OF SCHOOL NEWS

- (a) "Establish a publicity department that will act as a clearing house for the school news of the entire system."
 - "Organize publicity within the school system and prevent much school news of interest from being lost."
 - "A press publicity department for schools in every city would be a grand institution."
- (b) "Assign to one teacher in each school the collection and preparation of school news. Have it turned in to some central office where it will be available daily to the press."
 - "Make somebody in each school responsible for the news of that school."
 - "Have each room appoint a press agent."
 - "Have teachers direct the writing of school news by pupils and give them school credits for work produced."
 - "The Board of Education should make it compulsory for some one in each school to send daily to the newspaper or to the superintendent a news digest."
- (c) "Engage a skilful newspaper photographer to supply pictures for school news."
- (d) Collect news systematically—not hit or miss.

- (e) Cooperate with the newspaper organization.

*Rules for
Preparing
School News.*

"Remember that the newspaper is willing to cooperate but expects cooperation."

"Remember that a newspaper must pay its way, and don't expect too much space."

"Don't suppress news just because it seems to reflect against the schools. Such action turns cooperation into a scrap between the editor and the school authorities for the news."

"Keep in close touch with editor and reporters. They will appreciate being called on the phone and told of anything that looks like news."

"Gauge your contribution by the size of the paper and the space allowed other public activities of a local nature."

"Welcome representatives of the press, deal with them frankly, and tell them the truth."

"Don't be backward about calling the attention of the press to the schools."

"Establish cordial relations with the press."

"Don't find fault and criticize when the editor finds it necessary to alter or change news."

"Keep in mind that newspapers have to be edited in the newspaper office."

"When school people acquire a liking for the aroma of printer's ink, school news will cease to be a fizzle and tax payers will stop kicking at school appropriations."

"Don't be partial to one newspaper in the community. Use them all alike."

5. THE DELIVERY OF SCHOOL NEWS.

- (a) Get school news in on time.

"Deliver the news promptly."

"Give news as far in advance as possible."

"Announcements are worth more than reports both to school and newspaper."

"Get news in the day it happens if possible. Dailies like fresh stuff."

"Don't let news get cold."

"Don't let news become ancient history."

"News value depends largely upon recency of happening."

*Rules for
Preparing
School News.*

- (b) The use of the phone for transmitting news tends toward inaccuracy.

6. THE MECHANICS OF SCHOOL NEWS COPY.

- (a) "Use paper for copy 8½ by 6½ with lines running the long way. The size of the linotype keyboard determines this, not the whim of the editor."
- (b) Use one side of the paper only.
- (c) Typewrite all copy or write it clearly.
"Submit clean copy."
- (d) Double space or triple space your copy. This is a great benefit to the editor.
- (e) Don't write the headline.
"Leave one third of your title page blank for the use of the newspaper headline writer."
"Headline writing is a technical newspaper function."
"Don't disgust the editor by writing the headline for him."
"Material for a headline should be found in the first paragraph or 'lead' of copy."
- (f) "If a name is spelled in a peculiar manner, write 'correct' after it."
- (g) "Use as few capitals as possible."

FORM 3.

QUESTION SHEET SENT TO NEWSPAPER EDITORS

IMPORTANT—I have WORKED on This Form to make the ANSWERING OF IT AS LITTLE WORK FOR YOU AS TO YOU. POSSIBLE.

IMPORTANT—The answers to these questions should deal ONLY WITH THE SCHOOL NEWS OF YOUR LOCAL PUBLIC SCHOOL SYSTEM.

NAME OF NEWSPAPER.....CITY.....STATE.....

Please Answer By Checking In the Circles.

	Yes	No	Daily	Weekly	Monthly	Irregularly
1. Do you assign DEFINITE REPORTERS to cover LOCAL SCHOOL NEWS?.....	☐	☐	☐	☐	☐	☐
2. Is there an EDUCATIONAL EDITOR ON THE STAFF of your Paper?.....	☐	☐	☐	☐	☐	☐
3. Do you employ PAID LOCAL TEACHER REPORTERS to furnish School News?.....	☐	☐	☐	☐	☐	☐
4. Do you employ PAID LOCAL STUDENT REPORTERS to furnish School News?.....	☐	☐	☐	☐	☐	☐
5. Does the SUPERINTENDENT OF SCHOOLS furnish you PREPARED SCHOOL NEWS TO PUBLISH?.....	☐	☐	☐	☐	☐	☐
6. Do INDIVIDUAL SCHOOLS furnish you PREPARED SCHOOL NEWS FOR PUBLICATION?.....	☐	☐	☐	☐	☐	☐
7. Would you use MORE SCHOOL NEWS IF IT WERE FURNISHED TO YOU PROPERLY PREPARED?.....	☐	☐	☐	☐	☐	☐

II. Please Check In The Squares The Departments Which Are Found In Your Paper.

	Daily	Weekly	Monthly	Irregularly
1. A SCHOOL PAGE devoted mainly to the News of your LOCAL SCHOOL SYSTEM?.....	☐	☐	☐	☐
2. A SCHOOL COLUMN devoted mainly to the News of your LOCAL SCHOOL SYSTEM?.....	☐	☐	☐	☐
3. SPECIAL FEATURE NEWS ARTICLE dealing with some phase of the LOCAL SCHOOL SYSTEM?.....	☐	☐	☐	☐
4. Space devoted to LOCAL HIGH SCHOOL NOTES or NEWS?.....	☐	☐	☐	☐
5. Space devoted to LOCAL ELEMENTARY SCHOOL NOTES or NEWS?.....	☐	☐	☐	☐
6. A DEPARTMENT devoted to LOCAL PUBLIC SCHOOL ATHLETICS?.....	☐	☐	☐	☐
7. SPACE DEVOTED to LOCAL PARENT-TEACHER NOTES or NEWS?.....	☐	☐	☐	☐
8. A PAGE, COLUMN or DEPARTMENT CONTRIBUTED by the SCHOOL CHILDREN OF THE SYSTEM?.....	☐	☐	☐	☐
9.	☐	☐	☐	☐

III. Please answer the following questions ON THE BACK OF THIS SHEET.

- List some of the MOST COMMON FAULTS of News Copy as furnished to you by School people.
- State five or six rules or suggestions which, in your opinion, will be of benefit to School People in preparing School News for the Public Press.
- Where, in your opinion, is the proper position of School News in your paper?
- What, in your opinion, is the value of illustrations in Public School Publicity in Newspapers?
- Do you think that CHARTS and GRAPHS if made SIMPLE help or harm Educational Articles in NEWSPAPERS?

SIGNED

(NAME)

(OFFICIAL POSITION)

TABLE III.
HOW DAILY NEWSPAPER ORGANIZATIONS COLLECT SCHOOL NEWS
FROM THE REPORTS OF 98 NEWSPAPER EDITORS

I			1	2	3	4	5	6
			<i>Definite Reporters Cover School News</i>	<i>Paper Has Educa- tional Editor</i>	<i>Teacher Reporters Employed</i>	<i>Student Reporters Employed</i>	<i>Super- intendent Furnishes School News</i>	<i>Indi- vidual Schools Furnish News</i>
			%	%	%	%	%	%
SERVICE RENDERED DAILY								
<i>Number of Cities</i> <i>Population</i>								
25	Over 100,000		40	8	—	8	4	—
32	30,000 to 100,000		50	3	—	31	3	—
41	Less than 30,000		29	2	2	12	2	2
ALL	98 CITIES		39	4	1	17	3	1
SERVICE RENDERED WEEKLY								
<i>Number of Cities</i> <i>Population</i>								
25	Over 100,000		4	—	—	—	—	—
32	30,000 to 100,000		3	—	—	—	—	3
41	Less than 30,000		—	—	—	—	—	2
ALL	98 CITIES		2	—	—	—	—	2
SERVICE RENDERED MONTHLY								
<i>Number of Cities</i> <i>Population</i>								
25	Over 100,000		—	—	—	—	—	—
32	30,000 to 100,000		—	—	—	—	—	—
41	Less than 30,000		—	—	—	—	2	2
ALL	98 CITIES		—	—	—	—	1	1
SERVICE RENDERED IRREGULARLY								
<i>Number of Cities</i> <i>Population</i>								
25	Over 100,000		16	—	—	4	24	28
32	30,000 to 100,000		12	—	—	6	38	41
41	Less than 30,000		27	—	—	2	30	26
ALL	98 CITIES		19	—	—	4	31	32
SERVICE UNSPECIFIED								
<i>Number of Cities</i> <i>Population</i>								
25	Over 100,000		8	12	—	20	8	12
32	30,000 to 100,000		13	3	—	25	9	3
41	Less than 30,000		5	5	2	34	22	17
ALL	98 CITIES		8	6	1	28	14	11
SERVICE RENDERED NOT AT ALL								
<i>Number of Cities</i> <i>Population</i>								
25	Over 100,000		16	64	84	56	52	44
32	30,000 to 100,000		19	94	94	38	47	50
41	Less than 30,000		34	88	86	47	39	43
ALL	98 CITIES		25	84	88	46	45	46
NO ANSWER GIVEN								
<i>Number of Cities</i> <i>Population</i>								
25	Over 100,000		16	16	16	12	12	16
32	30,000 to 100,000		3	—	6	—	3	3
41	Less than 30,000		5	5	10	5	5	5
ALL	98 CITIES		7	6	10	5	6	7

Read the table as follows: Of 25 newspapers in cities over 100,000 in population, 40% assign definite reporters to cover school news daily; 8% have the service of an educational editor daily; etc.

TABLE IV.
TYPES OF SCHOOL NEWS FOUND IN DAILY NEWSPAPERS
FROM THE REPORTS OF 98 NEWSPAPER EDITORS

II		1	2	3	4	5	6	7	8
		<i>School Page</i>	<i>School Column</i>	<i>Special Feature Articles</i>	<i>High School Notes</i>	<i>Elementary School Notes</i>	<i>Athletic Department</i>	<i>Parent-Teacher Association</i>	<i>Page or Column Contributed by Children</i>
		%	%	%	%	%	%	%	%
SERVICE RENDERED DAILY									
<i>Number Cities</i>	<i>Population</i>								
25	Over 100,000	—	8	8	12	12	16	24	4
32	30,000 to 100,000	—	3	9	47	22	38	38	—
41	Less than 30,000	—	2	—	20	5	12	12	—
ALL 98 CITIES		—	4	5	26	12	22	24	1
SERVICE RENDERED WEEKLY									
<i>Number Cities</i>	<i>Population</i>								
25	Over 100,000	20	4	—	12	8	—	8	8
32	30,000 to 100,000	6	—	3	3	3	—	—	—
41	Less than 30,000	2	7	2	15	—	2	2	2
ALL 98 CITIES		8	4	2	10	3	1	3	3
SERVICE RENDERED MONTHLY									
<i>Number Cities</i>	<i>Population</i>								
25	Over 100,000	—	—	—	—	—	—	—	—
32	30,000 to 100,000	—	—	—	—	—	—	—	—
41	Less than 30,000	—	—	—	—	—	—	5	—
ALL 98 CITIES		—	—	—	—	—	—	2	—
SERVICE RENDERED IRREGULARLY									
<i>Number Cities</i>	<i>Population</i>								
25	Over 100,000	4	—	36	24	16	20	24	—
32	30,000 to 100,000	—	6	41	16	18	—	12	9
41	Less than 30,000	7	9	47	44	36	30	30	2
ALL 98 CITIES		4	6	42	30	26	17	22	4
SERVICE UNSPECIFIED									
<i>Number Cities</i>	<i>Population</i>								
25	Over 100,000	—	—	—	4	4	16	4	—
32	30,000 to 100,000	—	—	—	6	9	32	13	—
41	Less than 30,000	—	—	—	2	5	5	2	—
ALL 98 CITIES		—	—	—	4	6	13	6	—
SERVICE RENDERED NOT AT ALL									
<i>Number Cities</i>	<i>Population</i>								
25	Over 100,000	16	16	8	8	4	8	4	12
32	30,000 to 100,000	6	3	—	—	—	—	3	6
41	Less than 30,000	10	7	2	—	—	2	—	7
ALL 98 CITIES		10	8	3	2	1	3	2	8
NO ANSWER GIVEN									
<i>Number Cities</i>	<i>Population</i>								
25	Over 100,000	60	72	48	40	56	40	36	76
32	30,000 to 100,000	88	88	47	28	47	40	34	85
41	Less than 30,000	81	74	49	19	54	49	49	88
ALL 98 CITIES		78	78	48	28	52	44	41	84

Read the table as follows: Of 25 newspapers in cities of 100,000 and over, 8% publish a school column daily; 8% publish special feature articles daily; etc.

TABLE V.
THE PROPER POSITION OF SCHOOL NEWS IN THE DAILY NEWSPAPER
FROM THE REPORTS OF 98 NEWSPAPER EDITORS

III-3		<i>Run of Paper</i>	<i>Fixed Position</i>	<i>Regular Department</i>	<i>Uncertain</i>	<i>No Answer</i>
<i>Number of Cities</i>	<i>Population</i>	%	%	%	%	%
25	Over 10,000	60	4	4	4	28
32	30,000 to 100,000	72	—	3	3	22
41	Less than 30,000	34	10	8	2	46
ALL 98 CITIES		53	5	5	3	34

Read the table as follows: Of 25 newspaper editors in cities of 100,000 and over, 60% report that the proper position for school news is the "run of the paper"; 4%, that school news should have some fixed position; 4%, that school news should be placed in a regular school department, etc.

TABLE VI.
THE VALUE OF ILLUSTRATIONS TO SCHOOL NEWS IN THE DAILY NEWSPAPER
FROM THE REPORTS OF 98 NEWSPAPER EDITORS

III-4		<i>Of Great Value</i>	<i>Of Some Value</i>	<i>Of Little Value</i>	<i>Of No Value</i>	<i>Too Expensive</i>
<i>Number of Cities</i>	<i>Population</i>	%	%	%	%	%
25	Over 100,000	28	36	4	32	—
32	30,000 to 100,000	28	41	3	28	—
41	Less than 30,000	5	29	2	54	10
ALL 98 CITIES		18	35	3	40	4

Read the table as follows: Of 25 newspaper editors in cities of 100,000 population and over, 28% consider illustrations of great value to school news; 36% consider illustrations of some value; etc.

TABLE VII.
THE VALUE OF CHARTS AND GRAPHS TO SCHOOL NEWS IN
THE DAILY NEWSPAPER
FROM THE REPORTS OF 98 NEWSPAPER EDITORS

III-5		<i>Of Some Value</i>	<i>Of Little Value</i>	<i>Of Questionable Value</i>	<i>Of No Value</i>	<i>Harmful</i>
<i>Number of Cities</i>	<i>Population</i>	%	%	%	%	%
25	Over 100,000	24	8	4	64	—
32	30,000 to 100,000	25	6	10	56	3
41	Less than 30,000	27	—	7	56	10
ALL 98 CITIES		26	4	7	58	5

Read the table as follows: Of 25 newspaper editors in cities of 100,000 and over, 24% consider charts and graphs of some value to school news; 8% consider charts and graphs of little value; etc.

TABLE VIII.
THE DEMAND FOR SCHOOL NEWS BY DAILY NEWSPAPERS
FROM THE REPORTS OF 98 NEWSPAPER EDITORS

I-7		<i>Yes</i>	<i>No</i>	<i>Questionable</i>	<i>No Answer</i>
<i>Number of Cities</i>	<i>Population</i>	%	%	%	%
25	Over 100,000	64	20	4	12
32	30,000 to 100,000	81	13	—	6
41	Less than 30,000	80	15	2	2
ALL 98 CITIES		77	15	2	6

Read the table as follows: Of 25 newspaper editors in cities of 100,000 and over, 64% would use more school news if furnished to them properly prepared; 20% would not; 4% are not sure; and 12% gave no answer.

1500 Students, the Future
Leaders of Decatur

Sunday Morning, January 29, 1922
DECATUR REVIEW
THE COMMUNITY PAPER

**DECATUR HIGH
SCHOOL NUMBER**
Page 1

OUR HIGH SCHOOL AND THE COMMUNITY

THE UNIVERSITY OF THE CITY OF DECATUR

The Decatur high school has 1500 students. Fifteen hundred other boys and girls in the grades are on their way to the high school, a total of 3,000, one for every fifteen people. Of the 7,700 pupils in the public schools one out of every five is a high school student.

PARENTS AND PUPILS.

The 3,000 parents whose children are in the high school are directly concerned in all that the school is doing. Another 3,000 parents of prospective high school students should be keenly interested in what the school can do for their children and how it does it.

The school is therefore of direct, immediate personal concern to 6,000 parents and 6,000 pupils.

ALL THE PEOPLE INTERESTED.

The high school students come from every section of the city. From every walk of life no other institution is so large or so fully representative of the entire people. No other institution is so democratic. Rich and poor come to the school together, were born by state, strive for the same goals and graduate with the same honors. Poverty can do what the aristocracy is equally powerless to do.

ANET TO BETTER CITIZEN.

These students are getting a liberal education which is equal to the college education of a generation ago. It is to them and to every child in the city and to the whole of every town. The high school training is a direct preparation for a better citizen. It is to them that the community owes its future. It is to this which the high school is a thing of immense value to every citizen of Decatur if he has not and never will be a child in the school.

Decatur High School Building

Might Save \$60,000 a Year; Whose Children Shall It Be?

In 1920-21 there were 2000 pupils attending the Decatur public schools, 441 or 22 percent of them in the high school. In 1921-22 there were 1577 pupils attending the high school, 17.7 percent of the total of 8857 pupils in the public schools.

By eliminating all 1500 students the district can save from \$60,000 to \$75,000 a year. It will be an enormous saving in the city's budget. If some of the students which attract students to the school are eliminated the school will remove thousands from the city. It will then be possible to have a serious discussion of the school's value to the community.

GIRLS THAT MAKE OWN CLOTHES

Home Making Learned in
High School.

These girls are not only making their own clothes but they are also learning to make clothes for others. They are learning to make clothes for the poor and the sick.

Can Your Daughter Make Her Own Clothes?

Drummers Made by Weavers.

he girls are making drums for the poor and the sick. They are learning to make clothes for the poor and the sick.

English the Big Department of Decatur High School

Every one who has a high degree of interest in the English department of the Decatur high school will be interested in the English department of the Decatur high school.

THREE FIVE YEARS

The English department of the Decatur high school has been in existence for three years. It has been in existence for three years.

Decatur High School Building

An architect himself and his own son, Mr. H. M. Owen, who is now a member of the Decatur high school, has been in charge of the building of the Decatur high school.

Decatur High School Building

It is not strange for the Decatur high school building to be the most beautiful building in the city. It is the most beautiful building in the city.

HERE IS THE HIGH SCHOOL OF DECATUR

You are looking into 1,500 faces—the faces of Future Decatur

There is a large group of students standing in front of the Decatur high school building. They are looking into 1,500 faces—the faces of future Decatur.

There is a large group of students standing in front of the Decatur high school building. They are looking into 1,500 faces—the faces of future Decatur.

TO BE SEEN AS WELL AS HEARD.

Reading is the best way to learn. It is the best way to learn. It is the best way to learn.

Thirty-five Typewriting Machines.

The Decatur high school has thirty-five typewriting machines. They are the best typewriting machines in the city.

A HIGH SCHOOL NUMBER OF A DAILY NEWSPAPER

CHAPTER IV

SCHOOL NEWS FROM THE SUPERINTENDENT'S VIEWPOINT

GENERAL STATEMENTS

From a study of the material contained in Chapter IV, the following conclusions have been drawn.

Most school systems have effected no organization for educational publicity.

Few systems in their annual budgets provide for school publicity, and on the whole little money is spent for this purpose.

The majority of superintendents are not willing to state an opinion relative to the percentage of the school budget which should be set aside for publicity. The percentage recommended varies from 3% of the budget to nothing. In general, superintendents in the smaller cities recommend that a higher percentage of the budget should be spent for publicity than do those in the larger cities.

About one fourth of the school systems have some centralized agency for handling school news.

The majority of school superintendents furnish school news to the newspapers. About one half of the high school and elementary school principals furnish school news. Individual students and students in English and journalism classes are furnishing a considerable amount of news to the newspapers.

The most common practice is for school systems to furnish news irregularly to the newspapers.

Most school news is edited and approved by principals. In about one third of the school systems, the news collected is approved and edited by some central office. Athletic news is almost entirely edited by the athletic coach.

Newspapers depend first upon definitely assigned reporters for the securing of school news, second upon superintendents, third upon paid student reporters, and fourth upon individual schools.

Evidently a large percentage of school systems have little or no relations with newspapers so far as furnishing school news is concerned.

A large majority of newspapers are favorable in their attitude toward the public school system. Editors believe in school news, discuss it in their editorial columns, are willing to cooperate with

school superintendents, and express a willingness to use more school news of the right sort.

School systems have carried on a large number of continuous campaigns in the daily papers. The five most commonly reported are, campaigns for buildings, campaigns for teachers' salaries, health campaigns, bond issue campaigns, and night school campaigns.

There is a definite belief on the part of superintendents that the afternoon and evening edition of the newspaper is the best for carrying school news.

In general, school superintendents believe that there are valid reasons for expending public funds on school publicity. They recognize the difficulty of being charged with partiality in giving out school news, and in many cases have evolved ways of overcoming this difficulty. They are almost unanimous in the opinion that the attitude of the daily press toward the school system is extremely important, and that the use of the daily press by school administrators should be governed by definite ethical principles.

Newspaper organizations do not always handle school news properly. In many cases they lack the school point of view. Their sense of news value often results in emphasis wrongly placed or sensational presentation. They are not always careful to present the facts exactly as they exist. They sometimes allow political reasons to color school news. As a general thing, they do not give to news of the public school system the attention and position to which its importance entitles it.

MATERIAL COLLECTED AND METHOD USED

*How the
Superintendent's
Viewpoint
Was Secured.*

A question sheet was sent to 500 superintendents of schools in cities of each of the three population groups mentioned in previous chapters. The replies from 250, exactly 50% of these superintendents, representing 45 states, and distributed proportionately among the three city groups, furnished the material for the tables in this chapter, upon which the conclusions are based. A list of the superintendents cooperating will be found in Appendix, Table C. Great care has been used in reporting the opinions of the superintendents and, as in the case of the newspaper editors, the exact words have been quoted wherever possible. Most of the information contained in the tables is expressed in percents computed to the nearest whole percent, for purposes of comparison. The cooperation of superintendents has made possible the presentation of the facts in this chap-

ter. Their interest in the subject of school news is evidenced by their generous responses.

The question sheet sent to the superintendents is reproduced as Form 4, page 62 in order that the exact wording of the questions asked may be ascertained.

DETAILED FACTS AND CONCLUSIONS

SPECIFIC CONCLUSIONS BASED ON THE REPORT OF 250

SUPERINTENDENTS

1. Few city school systems contain specific provision in their budgets for information or publicity service. Table IX, page 66 shows that only 8% of all school systems make such provision. From the reports received, it is impossible to give any estimate in dollars of this provision. *Financing School Information Service.*
2. A much larger number of city school systems have funds which can be used for information or publicity service. Table IX shows that 39% of all school systems have such a fund. School systems in cities of Group III lead in this particular with 48%. From the reports received, it is impossible to give a definite measure of the amount used from these funds for publicity, but it can safely be stated that the amount is uniformly small.
3. There is considerable variation in the opinion of superintendents as to the percentage of the budget which should be spent for school information service. Table X, page 66 shows that this percentage ranges from 3% to 0%. A majority of the superintendents in cities of Group I and Group II gave no answer. Over one half of the superintendents in cities of Group III stated an opinion. Approximately three fourths of the superintendents giving an opinion believe that some percentage of the budget should be spent for publicity. One fourth of the superintendents report that in their opinion no part of the budget should be spent for this service. In general, superintendents in cities of Group III recommend a larger proportion of the budget for information service.

The detailed reports substantiating conclusions just stated are given in Tables IX and X, page 66.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 250
SUPERINTENDENTS

*How School
Systems
Collect News
for Newspapers.*

1. Some city school systems have made provisions for a news service organization. Table XI, page 66 shows that in 28% of the school systems there is a person responsible for the collecting and releasing of school news. Table XI also shows that in 12% of the cities there is a news service committee for the entire school system.
2. School systems in the three population groups do not vary much in reference to news service organization.
3. Various means for collecting school news are utilized by city school systems. Table XII, page 67 shows that in 79% of the cities, the superintendents collect school news; in 61%, the high school principals; in 48%, elementary school principals; in 37%, supervisors; in 37%, clerks of the school boards; in 35%, individual students; in 26%, individual teachers; in 24%, English classes; in 13%, journalism classes; and in 5%, news editors.
4. The largest percentage of school systems collect school news irregularly; a second common practice of school systems is to collect news daily; some school systems collect school news weekly, and a negligible percent collect news monthly. It is of interest to note, from Table XII, that about one fourth of the superintendents of schools collect school news daily. It is also significant to note that in 35% of the school systems individual students collect news; in 24%, English classes collect news; and in 13%, journalism classes. Most of this student service is rendered either daily or weekly.

The detailed reports of superintendents in reference to the organization and collection of school news will be found in Tables XI and XII, pages 66 and 67.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 250
SUPERINTENDENTS

*How School News
Is Approved
and Edited
by School
Systems.*

1. In one third of all school systems, school news collected within the system comes to a central office for editing and approval before being released.

Table XIII, page 68 shows that this practice is most common in cities of Group III.

2. Most of the editing and approving of school news is done by school principals.
3. A considerable amount of the editing and approving of school news is done by persons not within the school system. The amount of this editing is indicated in Table XIV, page 69 opposite the heading, "Edited by Others". Through an error in the question sheet, a large part of these "others" consists of superintendents of schools. From the information received, it was not possible to separate the superintendents included in this group.
4. School athletic news is almost entirely edited and approved by athletic coaches. Table XIV shows that this practice is common to cities of each of the three groups.
5. School systems in cities of Group II and Group III make the most provision for the editing and approving of school news by individuals within the system.
6. News of school athletics and high school notes most commonly receive editing and approval from within the school system. Table XIV shows that 50% of the school systems edit athletic news and that 48% edit high school notes.
7. The editing and approval of school news by student editors and classes is worthy of notice. Table XIV shows that to some extent editorial responsibility rests with students.

The detailed reports of school systems relative to the editing and approval of school news will be found in Tables XIII and XIV, pages 68 and 69.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 250 SUPERINTENDENTS

1. Definitely assigned reporters and superintendents are most commonly used by newspapers for securing school news. Table XV, page 70 shows that in 71% of the school systems definite reporters cover school news, and that 40% of this service is rendered daily. Table XV also shows that in 83% of the school systems superintendents furnish school news and that 41% of this service is given irregularly. *The Relations of Public School Systems with Local Newspaper Organizations.*

2. Paid student reporters are employed to furnish school news in about one fourth of the school systems. Table XV shows that the percentage is 24 and that more than one half of this service is rendered daily.
3. Paid teacher reporters are very seldom employed to furnish school news. Table XV shows that in less than 2% of the school systems this service is employed.
4. Few newspapers employ an educational editor. Table XVI, page 71 indicates about 7%. By far the larger number of these are in the cities of Group I.
5. In about one half of the school systems, individual schools furnish school news to the newspapers. Table XV shows that most of this service is irregular.
6. The most common practice is for newspapers to secure school news service daily or irregularly. Very little service is rendered weekly, and practically none monthly.
7. A large percent of school systems have no relations with the newspapers so far as furnishing news is concerned.
8. Editors and superintendents do not agree in their statements relative to the collecting and furnishing of school news. This is evident from a comparison of Tables III, page 38 and XV. No doubt the editors are inclined to underestimate the part which the school system plays in furnishing news, and no doubt the superintendents are inclined to overestimate it.

The detailed facts relative to the relations between the school systems and newspaper organizations will be found in Tables XV and XVI, pages 70 and 71.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 250 SUPERINTENDENTS

Departments in Newspapers Devoted to School News

1. The school department most often reported as appearing in the daily newspaper is that devoted to school board meeting news. Table XVII, page 72 shows that the most common practice is to present this news irregularly.
2. Editors and superintendents agree very closely in reference to the types of school departments which appear in the daily newspaper and the commonness and frequency with which they are found. In general, all the conclusions drawn from Table IV, page 39 and discussed in Chapter III can be drawn from Table XVII.

The detailed facts submitted by superintendents relative to the departments in daily newspapers devoted to school news will be found in Table XVII, page 72.

SPECIFIC CONCLUSIONS BASED ON THE REPORTS OF 250 SUPERINTENDENTS

1. From the statements of superintendents, the attitude of the daily newspapers toward public school systems is distinctly favorable. Table XVIII page 73 shows that of 627 different daily newspapers reported on by 219 superintendents, 39% gave the school system active support, 43% gave it friendly cooperation, and only 8% were unfavorable or hostile. *The Attitude of Daily Newspapers toward Public School Systems.*
2. School news is very often the subject matter of newspaper editorials. Table XVIII shows that in 250 school systems, 21% of the newspapers discussed school matters frequently in the editorials; 54% occasionally; and only 13% seldom or never. It is of interest to compare this statement with the 5% of editorials dealing with local school matters which were found in the number count of 1800 newspapers as set forth in Table I, page 21. It is also of interest to recall that of the 98 editors reporting in Table VIII, page 41 77% stated that they would use more school news if furnished properly prepared.
3. In general, it may be stated that newspaper organizations believe in school news, that they have the right attitude toward the school system, and are anxious to cooperate with school systems in putting news of the public schools before the public.

The tabulated opinion of superintendents of schools relative to the attitude of daily newspapers toward the public school system and the amount of discussion which is given to school matters in editorials, will be found in Tables XVIII and XIX, page 73.

A BODY OF OPINION BASED ON THE REPORTS OF 250 SUPERINTENDENTS

There is clearly a variety of information in any school system which can be made the subject of newspaper campaigns. These matters are vital to the school system and will be of interest to newspaper readers if properly presented. In order to learn the variety of subjects which school superintendents have brought to the attention of the public through newspaper campaigns, the question sheet asked for information in this particular. *Continuous Publicity Campaigns Carried on in the Daily Newspaper.*

Twenty-eight different types of publicity campaigns were reported. The first ten in order of the frequency with which they were

reported by the superintendents are as follows: Building Campaign, Better Salaries Campaign, Health Campaign, Bond Issue Campaign, Night School Campaign, Thrift Campaign, School Week Campaign, Americanization Campaign, Attendance Campaign, Safety First Campaign. Of these ten campaigns carried on in the daily papers, only three can be considered as special purpose or emergency campaigns, namely, Buildings, Salaries, and Bonds. The other seven we may designate as continuous campaigns, in that the object of the publicity is not necessarily to achieve some immediate purpose once and for all, but rather to carry to the people those things in the public school system which are constant and continuous, year after year. This type of newspaper campaign is the one for which the superintendent of schools needs to plan a program, and it is a type of publicity which is as important as the special purpose publicity relating to the raising of bond issues, and the like. Such campaigns, together with the incidental, everyday news and information concerning the school system, should comprise the bulk of a publicity program for the public schools.

The frequency with which school systems have carried on these campaigns in the daily newspaper is set forth in Table XX, page 74.

The remaining material in this chapter consists of the opinions of superintendents of schools, relative to various general matters which are closely connected with the use of the daily newspaper as a means of school publicity.

*The Best Edition
of Newspapers
For Carrying
School News.*

Three newspaper editions are published in many cities, a morning, an afternoon and evening, and a Sunday edition. Superintendents were asked on the question sheet to rank these three editions in order of their effectiveness in getting school news to the community. Only the rankings of those superintendents in cities having all three editions were considered. The tabulation of these rankings in Table XXI, page 75 shows that the afternoon and evening edition is very definitely considered most effective for carrying school news. The Sunday edition is next effective, and the morning edition least effective. The general feeling that evening and Sunday editions are "Home Editions" no doubt partly accounts for this opinion.

*Valid Reasons
for Expending
Public Funds
to Publish
School News.*

Are there valid reasons for the expenditure of public funds on publicity for school systems? The answer to this question is important, and the opinion of superintendents in regard to it are valuable. The question does not refer exclusively to the use of the daily paper, but rather to the whole program of public school information service in which the newspaper is an important element.

From the statements of editors considered in Chapter III, it is clear that a great deal of school news is being printed by the daily

papers without cost to the school system. In so far as it is good "news", the newspapers are evidently not only willing to print it free of charge but anxious to get more of it. On the other hand, there are types of school publicity which, in the opinion of superintendents, are desirable for publication, but which do not have enough "news" interest to warrant the furnishings of free space on the part of the newspaper. It is desirable at times to print pure display advertising in the interests of the school system. In so far, therefore, as it is advisable to print this non-news material, the expense of newspaper publication enters into the question of expending public funds for publicity purposes. In answering the question, however, superintendents no doubt had the whole publicity program in mind, including all printed material which gives information about the school system. Representative answers to this question received from superintendents are found in the compilation of opinion which follows.

The majority of superintendents evidently believe that there are valid reasons for expending public funds for publicity purposes. Their reasons as expressed are the following:

1. The effect which such expenditure will have upon the financial support of the school—the giving of information for the purpose of securing financial support.
2. The obligation of a democracy to report to its citizens—the public is entitled to full information in regard to its school system.
3. The influence which an informational program will have upon the teaching staff—to bring to individual teachers a conception of the whole organization and their part in this whole.
4. The influence which school publicity will have upon the children of the community in bringing to them a knowledge of the opportunities offered them.
5. The effect which such expenditure will have in securing the cooperation of the home, which is all important in the work which the public school is doing.
6. The fact that such expenditure is good business; that education is a product; that the same reasons which exist for advertising any other worth while product hold true for advertising the public schools.

*Principal
Reasons for
Expending
Public Funds
for School
Publicity.*

A compilation of representative opinions of superintendents in regard to this matter follows.

VALID REASONS FOR EXPENDING PUBLIC FUNDS ON PUBLICITY
FOR A SCHOOL SYSTEM

*The Opinions of
Superintendents
Relative to
Expenditure
for School
Publicity.*

From the Reports of 250 Superintendents of Schools

1. To build up morale in the teaching staff.
"To educate the teaching staff."
2. To influence children to complete their school course.
"Children do what is socially approved."
"To induce children to take advantage of schools."
3. To inform the public about the schools.
"Belief in public schools depends upon how well people know them."
"To acquaint our employers with changes in methods and materials."
"That citizens may understand the scholastic work of the children."
"Accurate and ample information is the first step toward success in any undertaking."—James J. Hill.
"The worst enemies of the schools are those who are most ignorant of what they are doing."
"Without information the layman cannot appreciate his school system, its requirements, and its opportunities."
4. To satisfy a right which the people have to know about their schools.
"To inform the public which pays the bills."
"The public is entitled to know the facts involved in school policies before they become ancient history."
"It allows the public to check the work of the schools."
5. To create cooperation between home and school.
6. To secure financial support for the schools.
"To secure more money."
"To keep teachers' salaries up."
"People will not support an institution in which they are not interested."
"Self-preservation; no school system can secure funds unless the people believe in the wisdom of the expenditure."
7. To educate the voter.
"To educate the public to the problems and needs of the school."

8. There is no good reason.
 - "It is not necessary."
 - "Should be done only in an emergency."
 - "School news only read by teachers."
 - "Papers furnish all necessary news at no cost."
9. To bring about expansion and progress.
10. To keep public steadily informed so as to ward off damaging reaction.
11. To overcome unfair criticism.
 - "To remove hostility."
12. It is good business.
 - "Advertising"
 - "It pays."
 - "To sell the schools to the public."
 - "Education is a product to be sold to the public. The same reasons for advertising this product exist as for advertising any other worth while thing that the public needs."
13. To gain the good will of the public.
14. It tends to increase enrollment and raise the average attendance.

One of the problems which confront the superintendent in his relations with the daily newspapers, is that of avoiding the charge of partiality in furnishing news. Even though the intent of a superintendent in this particular may be entirely good, in practice the difficulty often presents itself. Many of the superintendents reporting stated that they had experienced the charge of partiality, and several admitted that they had been unable to overcome the difficulty. A few newspaper editors in their letters referred to this problem, and expressed the opinion that the fair distribution of news is an essential element in the relations between superintendents and newspaper organizations.

*Overcoming
the Charge of
Partiality
On the Part
of Newspapers.*

A few superintendents stated that there were, in their respective cities, some newspapers to which they did not care to give school news, because of the character of the newspaper and the manner in which it treated school news when furnished to it. To these superintendents a method of fairly distributing school news has no interest. But to those who realize that each newspaper in a city has its own body of readers, and that this body of readers is as much entitled to information about the public school news as any other group of citizens, the importance of distributing school news fairly to all newspapers is evident.

An attempt was made in the question sheet to secure the opinions of superintendents in this particular, and especially to learn some of the methods by which they overcome this charge of partiality. The question asked them was as follows: "Where there are two or more newspapers in a city, if you have ever experienced the charge of partiality in furnishing news to one of them, how have you overcome this?" In general, the methods reported by superintendents in answer to the question can be classified under the following heads:

*Ways of
Overcoming
the Charge
of Partiality.*

1. Maintain friendly relations with all newspapers, and arrive at an agreement as to the distribution of school news which will satisfy all.
2. Whenever school news is furnished the press, send duplicate copies to all newspapers.
3. Save all important news for the Sunday editions in which all newspapers get an "even break".
4. Have newspapers agree upon an hour in the day which separates their respective fields.
5. Apply the motto: "First come, first served".
6. Furnish no news to any of the newspapers.

A compilation of the representative opinion of superintendents in regard to methods of overcoming this difficulty follows. In it superintendents may find some suggestion which will help in solving their individual problems.

HOW SUPERINTENDENTS IN GIVING OUT SCHOOL NEWS AVOID
THE CHARGE OF PARTIALITY

From the Reports of 250 Superintendents of Schools

1. Give the same material to all papers.
"Furnish duplicate copies of news to all papers."
2. Save important news for Sunday edition.
"In Sunday edition all papers get an 'even break'."
3. Give reporters privilege of getting news at any time.
"Give the news to the first reporter on the ground."
4. Give all papers privilege of writing special feature stories.
5. Meet representatives of all papers each day.
6. Create personal relations with newspaper men.
"Make friends with the reporters."

7. Distribute news fairly.
 "Arrange the 'breaks' on a 50-50 basis."
 "Play no favorites."
 "Tactful alternating of news."
 "Give each paper exclusive news for a week."
8. "When one paper initiates a story, we give no information to another paper."
9. "When one paper gets a 'scoop', we help the others to get news."
10. Leave the initiative in getting news to the papers; don't "press agent" the schools to the newspapers.
11. Assign a reporter from the system to each paper.
12. Have an agreement with the newspapers.
 "Where there are morning and afternoon papers, have them define an hour that separates their fields,—
 e. g., give all news that 'breaks' before 1:00 P. M. to afternoon papers, all that breaks after 1:00 P. M. to morning papers."
 "Give news to first paper to have an issue after news becomes available."
13. Never furnish news to any newspaper.
14. Have been unable to solve the difficulty.
15. Never have had the charge of partiality made.

In the opinion of school superintendents, the daily press is a most important factor, influencing the conduct and progress of the public schools. In answer to the question, "How important to the progressive improvement of the school system do you consider the attitude of the press?" superintendents were almost unanimous in assigning great importance to the attitude of the daily press. The opinion seems to be almost universal that the daily newspaper has great power to create and mold public sentiment. In view of this, many superintendents expressed the opinion that it is not only good policy, but that it is the definite duty of those in charge of public education to utilize fully this power of the press in the interest of the schools.

In the opinion of some superintendents, the influence of the press depends entirely upon the standing of the individual newspaper in the community. Some superintendents believe that the support of the press is over-emphasized. Some believe that its support is not at all necessary. It may be that in some cities printed material, prepared and distributed directly by the school system, to some ex-

*The Importance
of the Press
to a Public
School System*

tent takes the place of newspaper publicity. These instances, however, are few. The fact remains that the greatest single agency for informing the public about its schools is the daily newspaper. The majority of superintendents reporting had no doubts about this matter. Representative opinions stated by them are presented in the following compilation.

THE IMPORTANCE OF THE ATTITUDE OF THE PRESS TO A PUBLIC SCHOOL SYSTEM

From the Reports of 250 Superintendents of Schools

*The Opinion of
Superintendents
Relative to the
Importance
of the Press.*

1. Of the Utmost Importance.

"Invaluable."

"Supreme."

"The deciding factor."

"The biggest single factor."

"All important."

"The most important agency for creating public opinion."

"The support or opposition of the press may make or mar a school system."

"Essential."

"Vital."

"Indispensable."

"A united press spells success."

"A sympathetic press is worth a \$10,000 appropriation."

"Of tremendous importance provided it is not inspired by school executives or controlled by paid advertising."

"Programs cannot be put over easily or well without the support of the press."

"The press can ruin a school system."

2. Fairly Important.

"Desirable."

3. Not Necessary.

"Much can be done in spite of the press."

"Its importance depends upon the paper."

"Its influence is decreasing because of the use of other printed publicity by school systems."

"I discount most of the supposed influence of the press."

Daily newspapers do not always handle school news in the best possible way. The reasons for this are probably two-fold. In the first place, as was discussed in Chapter III, school people have not yet learned how to furnish properly written school news for the daily paper. If the rules and suggestions given by editors to school men were followed in the preparation of copy, some of the improper presentation of school news might be avoided. On the other hand, unquestionably the newspaper organizations are at fault in this matter. Those responsible for the conduct of papers no doubt will admit that no more important institution than that of the public school system exists in any community. The proper interpretation of its activities, its progress, and its needs, requires at least a reasonable knowledge of the institution. And yet, to quote one of the editors themselves, "Much school news is given out by educators who do not understand newspapers, and written by reporters who do not understand education".

*The Treatment
of School News
by the Local
Press.*

Superintendents complain that newspapers do not have the school point of view; that immature, inexperienced, and frivolous reporters are too often assigned to interpret the interests of the school to the newspaper reading public; that over-emphasis on the "story" element is often emphasis misplaced from the point of view of the public school interests; and that school news often does not receive in the daily paper the prominence and position which its importance warrants.

It is clear that fault exists on both sides. A consideration of the attitude of press and school in this matter may be of benefit to both. The point of view of the editor was set forth in Chapter III. The following compilation, setting forth the opinion of superintendents, represents the point of view of the school in this matter.

FAULTS IN THE TREATMENT OF SCHOOL NEWS BY THE LOCAL PRESS

From the Reports of 250 Superintendents of Schools

1. News written by those who don't know the thing they write about.
 - "Much school news is given out by educators who don't understand newspapers, and written by reporters who don't understand education."
 - "Newspapers lack the school point of view."
 - "Reporters lack technical knowledge of education."

*Faults of
Newspapers
in Presenting
School News.*

- “Injudicious criticism of the schools by immature and inexperienced reporters.”
“Editors write authoritatively of things without being properly informed.”
“Lack of educational editor who understands schools.”
2. Emphasis misplaced.
“Emphasis placed on the wrong thing.”
“Emphasis on the unimportant.”
“Over-emphasis on tax rate.”
“Emphasis placed on cost rather than on service rendered.”
“Too much space given to athletics.”
 3. Facts misrepresented.
“Facts distorted.”
“Wrong interpretation of facts.”
 4. Facts mis-stated.
“Often inaccurate.”
“Often careless as to facts.”
“Frequent exaggeration.”
“Failure to verify statements.”
“Written too hastily.”
 5. School news used for political purposes.
 6. News incomplete.
“Too brief.”
“All the facts not given.”
 7. Improper headlines.
“Headlines often misleading.”
“Headings often lacking.”
“Headlines often too small.”
 8. News poorly placed.
“School news placed to disadvantage.”
“News put in inconspicuous places.”
“School news used as filler only.”
 9. News changed and colored.
“News often colored to suit views of the editor.”
“News too often rewritten by editors.”
“Statement of facts biased by opinion of editor.”
 10. News “story” put ahead of school interests.
“Truth sacrificed for a story.”
“News value prominent at the expense of social welfare.”

11. Featuring the sensational.
"Anything to sell papers."
12. Unfriendly and destructive criticism.
13. Difficult to get cuts used when furnished.
14. No faults found.

There should be a philosophy underlying the use of the daily papers by school administrators. An attempt was made to discover some of the elements of this philosophy by asking superintendents to state those ethical principles which, in their opinion, should control the use of the newspaper for school publicity purposes. The answers received are not presented as a philosophy of educational publicity in the daily press, but rather as an indication that there are some generally conceded principles which should govern. These principles fall into three rough classes: first, principles relating to subject matter; second, principles affecting the relations between press and school; third, principles relating to the personal element in school news.

*Ethical
Principles
Governing
the Use of
Newspapers
By School.*

A majority of superintendents expressed some opinions as to the ethical principles which should govern school publicity. A consideration of the rules and suggestions of editors as given in Chapter III will reveal certain underlying principles from their viewpoint. The following is a compilation of principles expressed by superintendents. In regard to these, there was a remarkable unanimity of opinion, showing that, in their thinking at least, those who utilize the daily press in the interests of the public schools recognize certain fundamental principles which should govern.

ETHICAL PRINCIPLES GOVERNING THE USE OF THE NEWSPAPERS BY SCHOOL ADMINISTRATORS

From the Reports of 250 Superintendents of Schools

1. Service of public interest paramount.
"Will it serve the best interests of the children to print this story?"
"Positive upbuilding of the school system should be the governing factor in giving out school news."
2. Maintain right relations with reporters and editors.
"Be impartial."
"Be frank."
"Respect the opinions of the paper."
"Be courteous."
"Take the newspaper men into your confidence."
"Give the opposition of the press due consideration."
"Have confidence in reporters and editors."

*Ethical
Principles
Which Should
Govern the
Use of
Newspapers.*

- “Don’t ask for suppression of unfavorable news.”
 - “Editor should always have the right to edit any material.”
 - “A newspaper attack is seldom personal, merely a difference of policy.”
 - “Advertising is not news. It should be paid for.”
 - “Consider the interests and welfare of the paper.”
3. Personal glorification has no place in school news.
 - “Keep yourself in the background.”
 - “Advertise your schools, not yourself.”
 - “Don’t play to the grandstand for personal aggrandizement.”
 4. Give subordinates credit for work done.
 - “Give all departments an equal show.”
 5. Tell the truth always.
 - “State the real facts.”
 - “Be honest.”
 - “Be scrupulously accurate.”
 - “Tell the truth, even though it hurts.”
 - “Put all the cards on the table.”
 - “In controverted questions, give both sides.”
 - “Never use ‘bunk’ in school news.”
 - “Don’t warp or twist the interpretation of statistics.”
 6. Develop a sense of proportion in handing out school news.
 - “Too much publicity is more injurious than none at all.”
 - “Don’t expect too much space.”
 - “Use common sense.”
 - “Present only one worth while matter at a time.”
 7. Don’t suppress unfavorable facts.
 - “Don’t try to conceal defects.”
 8. Never enter into a newspaper controversy.
 9. “Be independent.” “Be conservative.” “Be dignified.”
 - “No publicity at the expense of the dignity of the cause of education.”
 10. Use wisdom in the selection of subject matter.
 - “Don’t write unless you have something to say.”
 - “Don’t give publicity to intimate matters concerning pupils and teachers.”
 - “Don’t complain.”
 - “Don’t boast.”
 - “Feature the everyday work of the school, not only the extra activities.”
 - “Make news specific.”

-
	"Comparisons are always odious."	<i>Ethical</i>
	"Eliminate personal opinions."	<i>Principles</i>
	"Don't exaggerate."	<i>Which Should</i>
	"Furnish items of national as well as local interest."	<i>Govern the</i>
	"Never discuss personalities."	<i>Use of</i>
		<i>Newspapers.</i>
11. Avoid sensationalism.
 12. "The less you give the newspapers, the better you will accomplish the work in your school."
"The public school is an established necessity and therefore needs no advertising."
 13. "Never use a 'nom de plume' in communications to the paper."

FORM A

A Form For Collecting Information on School News or Educational Publicity

The Subject of this Inquiry is: **THE USE AND VALUE OF THE NEWSPAPER AS A MEDIUM OF GIVING PUBLICITY TO NEWS OF THE SCHOOL SYSTEM.**

I have worked on this form to make the answering of it as easy as possible for you. Most of it you can answer by checking as you read. I shall appreciate your giving as much thought as possible to it.

R. G. REYNOLDS,

525 West 120 St., New York City.

(Your Name)

(Title)

(Address)

I. Financing School Publicity

1. What is the total amount of your school budget for 1921-22? \$.....
2. Do you have an item in the budget specifically appropriated for publicity?.....
3. What is the amount of this item for the year 1921-22? \$.....
4. List the main purposes for which it is spent.....
.....
5. If you have no item specifically appropriated for publicity, have you an item or fund which can be used for publicity purposes?.....
6. What amount approximately will be used for publicity, 1921-22? \$.....
7. In your opinion what % of your school budget should be spent for publicity?.....

II. Organization and Personnel

1. Do you have a person in your system responsible for collecting and releasing school news?.....
2. What is his name?.....His title?.....
3. Does he spend his whole time at this work?.....His yearly salary?.....
4. If part time, what proportion is spent in publicity work?.....
5. If part time, what are his other duties?.....
6. Do you have a publicity Committee for the entire school system?.....
7. Of whom is it composed?.....
.....

III. The Collection of School News

Which of the following collect school news for newspaper publication?

Answer by checking in the squares.

	Daily	Weekly	Monthly	Irregularly	Not at all	
1. Publicity Director.....	☐	☐	☐	☐	☐	1.
2. Superintendent of Schools.....	☐	☐	☐	☐	☐	2.
3. Supervisors.....	☐	☐	☐	☐	☐	3.
4. High School Principals.....	☐	☐	☐	☐	☐	4.
5. Elementary School Principals.....	☐	☐	☐	☐	☐	5.
6. Clerk of School Board.....	☐	☐	☐	☐	☐	6.
7. Individual Students.....	☐	☐	☐	☐	☐	7.
8. Individual Teachers.....	☐	☐	☐	☐	☐	8.
9. English Classes.....	☐	☐	☐	☐	☐	9.
10. Journalism Classes.....	☐	☐	☐	☐	☐	10.
11.	☐	☐	☐	☐	☐	11.
12.	☐	☐	☐	☐	☐	12.

IV. The Editing of School News

- Does all school news come to the Superintendent of Schools or the Publicity Director for approval before it is released to the newspapers for publication?.....
- If not, which of the following types of news are approved and edited by persons other than the writers?

Type of News*Answer by checking in squares.***Approved or Edited by**

	Principal	Teacher	Athletic Coach	English or Journalism Class	Student Editors	Others	
a. School Page or Column.....	☐	☐	☐	☐	☐	☐	a.
b. Special Feature Articles.....	☐	☐	☐	☐	☐	☐	b.
c. High School Notes.....	☐	☐	☐	☐	☐	☐	c.
d. Elementary School Notes.....	☐	☐	☐	☐	☐	☐	d.
e. School Athletic News.....	☐	☐	☐	☐	☐	☐	e.
f. Parent Teacher Assn. News.....	☐	☐	☐	☐	☐	☐	f.
g. Teachers Club News.....	☐	☐	☐	☐	☐	☐	g.
h. Page, Column, or Dept. contributed by children.....	☐	☐	☐	☐	☐	☐	h.
i. News of School Board Meetings....	☐	☐	☐	☐	☐	☐	i.
j.	☐	☐	☐	☐	☐	☐	j.
k.	☐	☐	☐	☐	☐	☐	k.

V. Relations with Local Newspaper Organization*Answer by checking in squares.*

	Daily	Weekly	Monthly	Irregularly	Not at all	
1. Do papers assign definite reporters to cover school news?.....	☐	☐	☐	☐	☐	1
2. Do papers employ paid teacher reporters?.....	☐	☐	☐	☐	☐	2
3. Do papers employ paid student reporters?.....	☐	☐	☐	☐	☐	3
4. Does Superintendent furnish prepared news to papers?.....	☐	☐	☐	☐	☐	4
5. Do individual schools furnish prepared news to papers?.....	☐	☐	☐	☐	☐	5
6. Do you use paid advertising space in papers?.....	☐	☐	☐	☐	☐	6
7. If used regularly, for what purposes?.....						

8. Do papers in your city have an Educational Editor?.....

Name of Paper.....

Which of the following departments devoted to school news are found in your local papers?

Answer by checking in squares.

	Daily	Weekly	Monthly	Irregularly	Not at all	
a. A School Page.....	☐	☐	☐	☐	☐	a.
b. A School Column.....	☐	☐	☐	☐	☐	b.
c. Special School News Feature Articles.....	☐	☐	☐	☐	☐	c.
d. Local High School Notes.....	☐	☐	☐	☐	☐	d.
e. Local Elementary School Notes.....	☐	☐	☐	☐	☐	e.
f. Local Public School Athletics.....	☐	☐	☐	☐	☐	f.
g. Parent Teacher Assn. Notes.....	☐	☐	☐	☐	☐	g.
h. School Board Meeting News.....	☐	☐	☐	☐	☐	h.
i. Local Teachers Club News.....	☐	☐	☐	☐	☐	i.
j. A Page or Dept. contributed by School Children.....	☐	☐	☐	☐	☐	j.
k.	☐	☐	☐	☐	☐	k.

VI. Personal Opinion (Confidential)

The preparation and publication of school news has not been organized in most school systems. The practice and opinion of leading school men will form a basis for such organization. The answers to the following questions will supply a very valuable body of opinion relative to certain aspects of this problem of properly informing the public about the public schools. Your personal opinion will add to the body of information which is needed. The editors of 100 prominent daily papers have given their opinions in answer to similar questions.

1. List some of the most common faults in the treatment of school news by your local press.
2. Which of the following do you consider the best mediums for reaching your public? Rank them 1, 2, and 3, as to their effectiveness in getting across school news to the public:

Morning Edition.....Afternoon and Evening Edition.....Sunday Edition.....

3. On the basis of your opinion, rank the usefulness to the school system of school news in the following departments of the daily newspaper. Divide the departments into *three* groups, placing a figure 1 after those which you have found most useful; a figure 2 after those second best; a figure 3 after those of least value.

1. Editorials.....	☐	11. Commercial Ads co-operating with School System.....	☐
2. School Page.....	☐	12. Athletic Page or Column.....	☐
3. Special School Column.....	☐	13. High School Notes.....	☐
4. Communications Column.....	☐	14. Elementary School Notes.....	☐
5. Display Ads by School System.....	☐	15. Parent Teacher Assn. Notes.....	☐
6. Feature Stories.....	☐	16. School Board Meeting Notes.....	☐
7. News as such.....	☐	17. Illustrations, Charts, Cartoons.....	☐
8. Sunday Magazines.....	☐	18. Entire Issue of Paper by Students.....	☐
9. Sunday Picture Supplement.....	☐		
10. Page or Dept. by School Children....	☐		

4. In the various school systems which you have administered, what has seemed to you to be the general attitude or policy of the local press toward those school systems? *Answer by checking.*

School Systems	Active Support	Friendly Cooperation	Lack of Interest	Unfavorable Attitude	Hostile Attitude
No. 1.....	☐	☐	☐	☐	☐
No. 2.....	☐	☐	☐	☐	☐
No. 3.....	☐	☐	☐	☐	☐
No. 4.....	☐	☐	☐	☐	☐
No. 5.....	☐	☐	☐	☐	☐

5. Below are listed "units" of continuous publicity campaigns which have been organized and carried out in various school systems. Check those which you have carried on *in the newspapers*. Add any others.

Attendance Campaign.....	☐	"What the School is Doing" Campaign.....	☐
Health Campaign.....	☐	Recruiting of Teachers Campaign.....	☐
Better Salaries Campaign.....	☐	Americanization Campaign.....	☐
Building Campaign.....	☐	Night School Campaign.....	☐
Parent Teacher Assn. Campaign.....	☐	"Go to High School" Campaign.....	☐
Playground Campaign.....	☐	"Safety First" Campaign.....	☐
Thrift Campaign.....	☐	Bond Issue Campaign.....	☐
"Go to College" Campaign.....	☐	Patriotism Campaign.....	☐
Illiteracy Campaign.....	☐	"Know Your City" Campaign.....	☐
School Week Campaign.....	☐		☐
.....	☐		☐

6. In general have you found the editorial column discussing school matters?
Frequently	Occasionally	Seldom	Never
☐	☐	☐	☐

I shall appreciate such discussion of the following questions as you care to give.

Please use a separate sheet if necessary.

7. What seem to you to be the most valid reasons for expending public funds on publicity for a school system?
8. Where there are two or more papers in a city, if you have ever experienced the charge of partiality in furnishing news to one of them, how have you overcome this?
9. What is your attitude on cultivating friendly relations with editors and reporters?
10. How important to the progressive improvement of a school system do you consider the attitude of the press?
11. Do you care to list any ethical principles which in your opinion should govern the use of the newspaper by school administrators to give publicity to the school system?

TABLE IX.
FINANCING PUBLIC SCHOOL INFORMATION SERVICE
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

I		Cities Having a Specific Appropriation for Information Service						Cities Not Having a Specific Appropriation For Information Service						
		2				3		5				6		
		Specific Provis- ion in Budget for Information Service				Amount of this Provision		Any other Fund Which Can be Used For Information Service				Approximate Amount To Be Used for In- formation Service 1921-22.		
		NUMBER		%	NUMBER		NUMBER		%	NUMBER				
Number Cities	Population	No	Yes	No Answer	Yes	Max- imum	Min- imum	No	Yes	No Answer	Yes	Max- imum	Min- imum	No Answer
29	Over 100,000	25	3	1	10	\$20,000	\$2000	15	5	9	17	\$3000	\$0	24
81	30,000 to 100,000	73	6	2	7	\$4000	\$0	34	26	21	32	\$1800	\$0	47
140	Less than 30,000	128	10	2	7	\$1200	\$0	45	67	28	48	\$1400	\$0	55
ALL 250 CITIES		226	19	5	8	\$20,000	\$0	94	98	58	39	\$3000	\$0	126

Read the table as follows: Of the school systems in 29 cities of 100,000 and over, 25 have now no specific provision in the budget for information service; 3 have such a provision; 10% of the whole group have a specific provision; the maximum amount of this provision is \$20,000; the minimum amount is \$2,000; etc.

TABLE X.
PERCENT OF BUDGET WHICH SHOULD BE SPENT FOR SCHOOL
INFORMATION SERVICE
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

I-7		Number of Superintendents Recommending									
Number of Cities	Population	3%	2%	1.5%	1%	.5%	.33%	.25% or Less	0%	Very Little	No Answer
29	Over 100,000					1		2	2	1	23
81	30,000 to 100,000			1		7	1	5	8	8	52
140	Less than 30,000	2	5		12	11	1	13	15	8	73
ALL 250 CITIES		2	5	1	12	18	2	20	25	17	148

Read the table as follows: Of 29 superintendents of schools in cities of 100,000 and over, one recommends that .5% of the school budget be assigned to school information service; two recommend .25% of the budget, etc.

TABLE XI.
ORGANIZATION AND PERSONNEL IN SCHOOL SYSTEMS CONCERNED WITH SCHOOL IN-
FORMATION SERVICE
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

II		1		2	
		A Person Responsible for Collecting and Releasing School News		A News Service Committee for the Entire School System	
Number of Cities	Population	Number	Percent	Number	Percent
29	Over 100,000	4	14	2	7
81	30,000 to 100,000	16	20	13	16
140	Less than 30,000	32	23	14	10
ALL 250 CITIES		52	28	29	12

Read the table as follows: Of 29 school systems in cities of 100,000 and over, 14% have a person responsible for collecting and releasing school news; 7% have a news service committee for the entire school system; etc.

TABLE XII.

HOW PUBLIC SCHOOL SYSTEMS COLLECT SCHOOL NEWS FOR NEWSPAPER PUBLICATION

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

III		1	2	3	4	5	6	7	8	9	10
		<i>News Director</i>	<i>Superintendent</i>	<i>Supervisors</i>	<i>High School Principal</i>	<i>Elementary School Principal</i>	<i>Clerk of School Board</i>	<i>Individual Students</i>	<i>Individual Teachers</i>	<i>English Class</i>	<i>Journalism Class</i>
		%	%	%	%	%	%	%	%	%	%
SERVICE RENDERED DAILY											
<i>Number Cities</i>	<i>Population</i>										
29	Over 100,000	10	45	10	21	14	14	7	0	4	4
81	30,000 to 100,000	4	38	11	14	6	12	10	2	4	4
140	Less than 30,000	2	15	4	13	5	4	11	0	3	4
ALL	250 CITIES	4	26	7	14	6	8	10	1	3	4
SERVICE RENDERED WEEKLY											
<i>Number Cities</i>	<i>Population</i>										
29	Over 100,000	0	0	3	7	3	0	10	7	4	4
81	30,000 to 100,000	1	12	2	12	10	2	9	9	4	4
140	Less than 30,000	1	14	5	11	11	3	11	6	12	6
ALL	250 CITIES	.4	12	4	11	10	2	10	7	8	5
SERVICE RENDERED MONTHLY											
<i>Number Cities</i>	<i>Population</i>										
29	Over 100,000	0	0	0	0	0	0	0	0	0	0
81	30,000 to 100,000	0	2	2	0	3	4	0	0	0	0
140	Less than 30,000	0	1	0	0	0	5	0	1	1	0
ALL	250 CITIES	0	2	1	0	1	4	0	.4	.4	0
SERVICE RENDERED IRREGULARLY											
<i>Number Cities</i>	<i>Population</i>										
29	Over 100,000	0	17	24	28	28	24	7	17	7	4
81	30,000 to 100,000	0	22	26	32	27	17	14	15	6	4
140	Less than 30,000	1	53	25	41	34	26	17	20	18	4
ALL	250 CITIES	1	39	25	36	31	23	15	18	13	4
SERVICE RENDERED NOT AT ALL											
<i>Number Cities</i>	<i>Population</i>										
29	Over 100,000	7	0	3	0	3	0	7	3	10	10
81	30,000 to 100,000	6	0	2	0	1	2	1	2	2	1
140	Less than 30,000	18	1	8	2	6	9	9	9	20	15
ALL	250 CITIES	13	1	6	1	4	6	6	6	13	10
NO ANSWER GIVEN											
<i>Number Cities</i>	<i>Population</i>										
29	Over 100,000	83	38	58	45	52	62	69	72	76	79
81	30,000 to 100,000	89	25	56	42	53	62	67	72	84	88
140	Less than 30,000	79	16	58	34	45	54	51	64	47	71
ALL	250 CITIES	83	21	57	38	48	58	58	68	62	78

Read the table as follows: Of 29 school systems in cities of 100,000 and over, 10% have a news director to collect school news; in 45%, the superintendent collects school news; etc.

TABLE XIII.
THE APPROVAL AND EDITING OF ALL SCHOOL NEWS
BY SUPERINTENDENT OR NEWS DIRECTOR
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

IV-I

<i>Number of Cities</i>	<i>Population</i>	<i>Yes</i>	<i>No</i>	<i>No Answer</i>
		<i>%</i>	<i>%</i>	<i>%</i>
29	Over 100,000	7	59	35
81	30,000 to 100,000	28	57	15
140	Less than 30,000	41	46	13
ALL 250 CITIES		33	51	16

Read the table as follows: Of 29 school systems in cities of 100,000 and over, 7% provide that all school news shall be approved and edited by the superintendent or news directors, etc.

TABLE XIV.

HOW SCHOOL NEWS FOR NEWSPAPER PUBLICATION IS APPROVED AND EDITED BY SCHOOL SYSTEMS

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

			a	b	c	d	e	f	g	h	i
IV			School Page or Column	Feature Article	High School Notes	Elem- entary School Notes	School Ath- letics	Parent- Teacher Associ- ation Notes	Teacher Club News	Page or Depart- ment by Children	Board Meet- ing News
			%	%	%	%	%	%	%	%	%
EDITED BY PRINCIPAL											
Number Cities		Population									
29	Over 100,000		17	14	24	21	3	14	3	10	0
81	30,000 to 100,000		21	12	32	32	9	15	3	17	0
140	Less than 30,000		8	10	29	24	11	12	2	1	0
ALL	250 CITIES		13	11	29	26	10	13	2	8	0
EDITED BY TEACHER											
Number Cities		Population									
29	Over 100,000		0	0	0	0	0	0	10	0	0
81	30,000 to 100,000		1	1	11	3	0	1	6	0	0
140	Less than 30,000		6	3	6	4	2	2	11	4	0
ALL	250 CITIES		4	2	7	3	1	2	9	2	0
EDITED BY ATHLETIC COACH											
Number Cities		Population									
29	Over 100,000		0	0	0	0	24	0	0	0	0
81	30,000 to 100,000		1	3	3	0	37	0	0	0	0
140	Less than 30,000		6	4	1	0	37	0	0	1	0
ALL	250 CITIES		1	3	2	0	36	0	0	0	0
EDITED BY ENGLISH OR JOURNALISM CLASS											
Number Cities		Population									
29	Over 100,000		0	0	3	0	3	0	0	0	0
81	30,000 to 100,000		1	1	3	0	0	0	0	0	0
140	Less than 30,000		3	3	5	0	4	0	0	2	0
ALL	250 CITIES		4	2	4	0	.4	0	0	.4	0
EDITED BY STUDENT EDITORS											
Number Cities		Population									
29	Over 100,000		0	0	3	0	0	0	0	0	0
81	30,000 to 100,000		0	1	3	0	4	1	1	0	0
140	Less than 30,000		3	4	9	0	4	0	0	2	0
ALL	250 CITIES		1	3	6	0	3	.4	.4	1	0
EDITED BY OTHERS											
Number Cities		Population									
29	Over 100,000		4	3	0	0	0	17	10	10	24
81	30,000 to 100,000		6	9	6	4	7	22	15	4	46
140	Less than 30,000		4	5	1	4	2	20	6	2	45
ALL	250 CITIES		5	6	2	3	4	20	10	4	43
NO ANSWER GIVEN											
Number Cities		Population									
29	Over 100,000		79	83	69	79	69	69	76	79	76
81	30,000 to 100,000		70	73	43	62	42	60	75	79	54
140	Less than 30,000		72	71	49	69	44	65	81	90	55
ALL	250 CITIES		72	73	50	68	46	64	78	85	57

Read the table as follows: Of school systems in 29 cities of 100,000 and over, 17% publish a School Page or Column edited by the principal; 14% publish feature articles edited by the principal; etc.

TABLE XV.

RELATIONS OF THE PUBLIC SCHOOL SYSTEM WITH LOCAL NEWSPAPER ORGANIZATIONS
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

V			1	2	3	4	5	6
			<i>Definite Reporters Cover School News</i>	<i>Paid Teacher Reporters Employed</i>	<i>Paid Student Reporters Employed</i>	<i>Super- intendent Furnishes School News</i>	<i>Individual Schools Furnish News</i>	<i>Space in Newspapers Paid for</i>
			%	%	%	%	%	%
SERVICE RENDERED DAILY								
<i>Number Cities</i> <i>Population</i>								
29 Over 100,000			72	0	21	24	14	4
81 30,000 to 100,000			48	1	21	20	3	0
140 Less than 30,000			29	1	9	10	.2	1
ALL 250 CITIES			40	1	14	15	4	1
SERVICE RENDERED WEEKLY								
<i>Number Cities</i> <i>Population</i>								
29 Over 100,000			0	0	4	0	0	0
81 30,000 to 100,000			9	3	4	4	16	1
140 Less than 30,000			6	0	3	10	9	1
ALL 250 CITIES			6	1	3	7	10	1
SERVICE RENDERED MONTHLY								
<i>Number Cities</i> <i>Population</i>								
29 Over 100,000			0	0	0	0	0	0
81 30,000 to 100,000			4	0	0	5	1	0
140 Less than 30,000			1	0	0	3	0	1
ALL 250 CITIES			2	0	0	3	.4	.4
SERVICE RENDERED IRREGULARLY								
<i>Number Cities</i> <i>Population</i>								
29 Over 100,000			10	0	10	48	31	35
81 30,000 to 100,000			23	5	10	58	47	28
140 Less than 30,000			26	0	6	60	40	34
ALL 250 CITIES			23	2	7	58	41	32
SERVICE RENDERED NOT AT ALL								
<i>Number Cities</i> <i>Population</i>								
29 Over 100,000			0	55	28	4	10	31
81 30,000 to 100,000			4	51	31	3	12	37
140 Less than 30,000			25	63	51	4	21	36
ALL 250 CITIES			15	59	42	4	17	36
NO ANSWER GIVEN								
<i>Number Cities</i> <i>Population</i>								
29 Over 100,000			17	45	38	24	45	31
81 30,000 to 100,000			12	40	35	11	21	33
140 Less than 30,000			14	36	32	13	28	27
ALL 250 CITIES			14	38	34	14	28	30

Read the table as follows: In 72% of 29 school systems in cities of 100,000 and over, definite reporters are assigned to cover school news; in 21%, paid student reporters are employed; etc.

TABLE XVI.
 NEWSPAPERS HAVING AN EDUCATIONAL EDITOR
 FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

V-8

<i>Number of Cities</i>	<i>Population</i>	<i>Yes</i>	<i>No</i>	<i>No Answer</i>
		<i>%</i>	<i>%</i>	<i>%</i>
29	Over 100,000	21	52	28
81	30,000 to 100,000	9	75	16
140	Less than 30,000	3	85	12
ALL 250 CITIES		7	78	15

Read the table as follows: In 21% of 29 cities with a population of 100,000 and over, at least one newspaper has an educational editor, etc.

TABLE XVII.
DEPARTMENTS IN DAILY NEWSPAPERS DEVOTED TO SCHOOL NEWS
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

V			a	b	c	d	e	f	g	h	i	j
			School Page	School Column	Fea- ture Arti- cles	High School Notes	Ele- mentary School Notes	School Ath- letics	Parent- Teacher Associ- ation Notes	Board Meet- ing News	Teach- ers Club News	Page or Depart- ment by Children
APPEARING DAILY												
Number Cities	Population											
29	Over 100,000		7	3	14	24	10	31	10	14	7	7
81	30,000 to 100,000		0	6	11	23	4	27	6	0	0	3
140	Less than 30,000		1	4	4	16	6	20	1	3	1	0
ALL 250 CITIES			1	4	7	19	6	24	4	3	1	2
APPEARING WEEKLY												
Number Cities	Population											
29	Over 100,000		21	7	3	7	14	0	14	24	3	17
81	30,000 to 100,000		14	12	5	12	19	12	9	10	0	14
140	Less than 30,000		7	12	6	16	9	8	5	6	0	3
ALL 250 CITIES			11	12	4	14	13	8	7	9	.4	8
APPEARING MONTHLY												
Number Cities	Population											
29	Over 100,000		0	0	0	0	0	0	7	17	3	0
81	30,000 to 100,000		0	0	0	0	0	1	6	48	10	0
140	Less than 30,000		0	0	1	1	0	0	19	39	6	1
ALL 250 CITIES			0	0	.4	.4	0	.4	13	40	7	.8
APPEARING IRREGULARLY												
Number Cities	Population											
29	Over 100,000		3	10	45	28	21	28	24	17	31	7
81	30,000 to 100,000		3	6	46	33	26	35	46	21	40	10
140	Less than 30,000		4	11	48	34	38	41	30	26	26	9
ALL 250 CITIES			3	9	47	33	32	37	35	23	31	9
APPEARING NOT AT ALL												
Number Cities	Population											
29	Over 100,000		7	0	0	0	0	0	0	0	0	10
81	30,000 to 100,000		10	7	0	0	1	0	1	0	1	16
140	Less than 30,000		24	16	4	4	6	2	5	2	14	26
ALL 250 CITIES			17	12	2	2	4	1	3	1	8	21
NO ANSWER GIVEN												
Number Cities	Population											
29	Over 100,000		62	79	38	41	55	41	45	28	55	59
81	30,000 to 100,000		74	68	38	31	51	25	32	21	49	58
140	Less than 30,000		66	57	39	29	41	29	40	24	54	61
ALL 250 CITIES			68	63	38	31	46	29	38	24	53	60

This table is read the same as Table IV.

TABLE XVIII.

THE ATTITUDE OF DAILY NEWSPAPERS TOWARD PUBLIC SCHOOL SYSTEMS
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

VI-4

<i>Superintendents Located in Cities of</i>	<i>Number of Superintendents Reporting</i>	<i>Number of Daily Papers Reported On</i>	<i>Active Support</i>	<i>Friendly Coopera- tion</i>	<i>Lack of Inter- est</i>	<i>Unfavor- able Attitude</i>	<i>Hostile Atti- tude</i>	<i>Number of Superin- tendents Not Answering</i>
			%	%	%	%	%	
Over 100,000	22	53	43	40	2	6	9	7
30,000 to 100,000	72	202	38	43	12	5	2	9
Less than 30,000	125	372	38	44	10	5	3	15
ALL 250 CITIES	219	627	39	43	10	5	3	31

Read the table as follows: 22 superintendents in cities of 100,000 and over reported that of 53 daily papers with which they had had experience 43% gave active support to the school system; 40%, friendly cooperation; etc.

TABLE XIX.

DISCUSSION OF SCHOOL MATTERS IN THE EDITORIALS OF DAILY NEWSPAPERS
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

<i>Number of Cities</i>	<i>Population</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>No Answer</i>
		%	%	%	%	%
29	Over 100,000	31	41	3	—	7
81	30,000 to 100,000	19	43	7	—	15
140	Less than 30,000	24	79	22	3	12
ALL 250 CITIES		21	54	12	1	12

Read the table as follows: 31% of the newspapers in 29 cities of 100,000 and over discuss school matters in editorials frequently; 41%, occasionally; etc.

TABLE XX.

THE FREQUENCY WITH WHICH CERTAIN UNITS OF A CONTINUOUS CAMPAIGN HAVE
BEEN CARRIED ON IN THE DAILY NEWSPAPERS
FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

VI-5 Subject of the Campaign	In 29 Cities of 100,000 and Over		In 81 Cities of 30,000 to 100,000		In 140 Cities of Less than 30,000		In All 250 Cities	
	Number of Times Reported		Number of Times Reported		Number of Times Reported		Number of Times Reported	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Attendance	5	17	25	31	38	27	68	27
Health	11	38	39	48	62	44	112	45
Better Salaries	12	41	46	57	58	41	116	46
Buildings	12	41	55	68	74	53	141	56
Parent-Teacher Association	3	10	19	23	25	18	47	19
Playground	2	7	20	25	36	26	58	23
Thrift	9	31	30	37	48	34	87	35
Go to College	0	0	7	9	11	8	18	7
Illiteracy	6	21	15	19	20	14	41	16
School Week	7	24	27	33	44	31	78	31
What the School Is Doing	6	21	17	21	36	26	59	24
Recruiting of Teachers	2	7	4	5	5	4	11	4
Americanization	9	31	30	37	34	24	73	29
Night School	11	38	43	53	45	32	99	40
Go to High School	7	24	19	23	28	20	54	22
Safety First	13	45	29	36	20	14	62	25
Bond Issue	6	21	37	46	62	44	105	42
Patriotism	4	14	7	9	15	11	26	10
Know Your City	5	17	10	12	7	5	22	9
School Tax	1	3	0	0	0	0	1	.4
School Lunch	1	3	0	0	0	0	1	.4
Junior High School	1	3	1	1	1	1	3	1
Clean Up	0	0	2	2	1	1	3	1
Courtesy	0	0	1	1	0	0	1	.4
Good English	0	0	0	0	2	1	2	1
City Beautiful	0	0	1	1	0	0	1	.4
Junior Red Cross	0	0	1	1	0	0	1	.4
School Gardens	0	0	1	1	0	0	1	.4
No Answer	8	28	21	26	24	17	53	21

Read the table as follows: In 29 cities of 100,000 and over, 5 superintendents, or 17%, reported that they had carried on an attendance campaign in the daily newspapers; 11 superintendents, or 38%, a health campaign; etc.

TABLE XXI.
THE BEST EDITION OF NEWSPAPERS FOR CARRYING SCHOOL NEWS
FROM THE REPORTS OF 64 SUPERINTENDENTS OF SCHOOLS

VI-2		Morning Edition			Afternoon and Evening Edition			Sunday Edition		
Number of Cities	Population	Ranked 1	Ranked 2	Ranked 3	Ranked 1	Ranked 2	Ranked 3	Ranked 1	Ranked 2	Ranked 3
12	Over 100,000	3	5	4	8	2	2	1	5	6
24	30,000 to 10,000	5	7	12	10	10	4	9	7	8
28	Less than 30,000	4	10	14	14	10	4	11	7	10
ALL 64 CITIES		12	22	30	32	22	10	21	19	24

Read the table as follows: Of superintendents in 12 cities of 100,000 and over, in which there were three newspaper editions published, 3 ranked the morning edition first in effectiveness; 5 ranked the morning edition second; etc.

CHAPTER V

SCHOOL NEWS FROM THE NEWSPAPER READER'S VIEWPOINT

GENERAL STATEMENTS

If it were known just what effect a piece of printed material would have upon the one who reads it in a newspaper, the value of that piece of publicity could be definitely stated.

This chapter is an attempt to discover by experiment which type of public school news is most interesting to the general newspaper reader.

In brief the conclusions arrived at are as follows:

There is rather close agreement on the part of 403 readers as to the interest created in their minds by ten different newspaper articles submitted to them for judgment.

In general, newspaper readers, without respect to their occupation, agreed in their judgments.

However, a group which may be designated as commercial publicity experts did not agree in some respects with the other occupational groups.

The scale on newspaper articles, together with a reproduction of the articles which determined the points on the scale, are not presented as a device to measure the effectiveness of newspaper articles in general. They are presented as an indication that in the minds of the general newspaper reading public, there is an agreement as to a good newspaper article on school matters and a poor one.

MATERIAL COLLECTED AND METHOD USED

A large number of newspaper clippings on the subject of the health of school children were collected. From these clippings those were selected which dealt with malnutrition. By a statistical process of selection, ten of these articles were chosen by 50 judges as ranking in fairly equal steps from lowest or worst to highest or best.

These ten articles were reproduced on a broadside which is presented as Form 5, page 82. Six hundred of these broadsides were distributed in all parts of the country, and to as many persons in as many different occupational groups as possible. These newspaper readers were asked to rank the articles in the order in which they aroused "the greatest interest in the health of school children". The exact instructions given can be ascertained from the "Directions" in form 5. The following are the facts relative to the replies received.

*The Distribution
of the
Broadsides.*

1. "Broadsides", on which each article was given some rank, were received from 403 judges.
2. These judges resided in 35 different states.
3. Of the judges, 162 were women and 241 were men.
4. From a statement of occupation reported on the broadside by each judge, they were divided into ten occupational groups as follows:
 - (a) Public School Administrators.
 - (b) High School Principals.
 - (c) Public School Teachers.
 - (d) Professional Advertising Women.
 - (e) Housewives.
 - (f) Persons in Professions other than Educational.
 - (g) Persons in Business.
 - (h) Clerical Workers.
 - (i) Artisans and Laborers.
 - (j) Newspaper Workers.

*Statistical
Treatment
of the
Judgments.*

These 403 judges therefore represent both sexes, a wide geographical area and a diversified occupational status. They are fairly typical of the general newspaper reading public.

To the rankings received, the statistical method of right and wrong cases¹ was applied, the theory of which may be stated as follows: Differences that are equally often noticed are equal unless the differences are always or never noticed.

For the purpose of facilitating the work, the median ranking given to each article by each occupational group was determined.

The median ranking of each group is the middle value assigned by each group to each article. Half the judges gave each article a ranking less than its median or middle ranking, and half the judges gave the article a ranking greater than the median. In Table XXII, page 93 these medians are tabulated. A study of them shows the general agreement of all groups as to the value of each article. The exception is the advertising-women's group, which differs somewhat in opinion from the others.

¹ Fullerton and Cattell—On the Perception of Small Differences, pp. 12 ff.

It was desired from the judgments received to construct a rough scale which would indicate the relative value of the articles under consideration.

The theory of the method employed in deriving the scale was the same as that employed by Dr. M. B. Hillegas¹ in his derivation of a scale for the measurement of quality in English composition. It will not be discussed in detail here. The statistical material from which the scale was derived is found in Tables XXIII, XXIV, and XXV, pages 93 and 94.

A SCALE OF NEWSPAPER ARTICLES

It was evident from the judgments of the various groups that there was little variation as to the relative position which they assigned to each article. Therefore, the judgments of all the groups were brought together and a composite ranking obtained. Since the women advertisers as a group differed considerably from the others, their judgments are not included in the composite ranking but presented separately.

A graphic representation of the composite judgment is presented in Figure 1, below. The newspaper articles which are represented on the scale by the letters G, F, I, B, C, are presented in Figures 2, 3, 4, 5, and 6, pages 83 to 87 inclusive.

This scale means that of the ten newspaper articles judged by the composite group, Article G gave least interest in the health of school children, and Article C gave the most interest. Article F is 1.09 units "better" than Article G; Article I .88 units better than Article F; and so on. The articles illustrating this Scale are found in Figures 2 to 11, inclusive.

¹M. B. Hillegas—Scale for the Measurement of Qualities in English Composition by Young People, pp. 14 ff.

WHAT THE SCALE MEANS

*An Explanation
of the Scale.*

1. Of the ten newspaper articles printed on the "broadside" Article G is considered the poorest in the composite opinion of all the judges. Article C is considered the best. The others are scattered between, as indicated on the scale.
2. How the unit of measurement is determined: Consider two hypothetical articles, X and Y. The unit of measurement on the scale would be the difference between X and Y if 75% of the judges agree that Article X is better than Article Y, and only 25% consider Article X worse than Article Y. In this hypothetical scale, Article X would be placed exactly one unit higher than Article Y. Returning to the newspaper scale with this unit of difference in mind, it will be seen that in the composite judgment there is a little more than one unit's difference between Article G and Article F,—to be exact, 1.09 of a unit's difference. This means that slightly more than 75% of the judges considered Article F better than Article G. In the same way, slightly less than 75% of the judges considered Article I better than Article F; and so on. In other words, the differences between Articles G and F, F and I, I and B, B and C, are nearly the same; in each case, this is a difference upon the direction of which approximately 75% of the judges agreed as illustrated above.
3. No absolute zero point was determined for the scale, and therefore the scale is relative not absolute. This means that no absolute value is assigned to the articles; Article G is not evaluated except in relation to the other nine articles; it is worse than any of them. In the same way, the position given to Article C is relative,—it is better than any one of the other nine. It is valid to state that Article C is approximately 2.80 units *better than F*, but we cannot state that C is three times or ten times as good as F. In other words, we can state that one article is so many units better than another article, but we cannot use any times-as-good comparison.

Articles A, D, E, H, and J, are not given a position on the scale, *Articles not*
since it was desired to fix only those points which came nearest to *Represented*
differing one unit from each other. The relative position of these *on the scale*
articles is as follows: Articles H and E both fall on the scale between
Articles F and I. Articles J and A both fall on the scale between
Articles I and B. Article D falls on the scale between Articles B and
C. These articles are presented in Figures 7, 8, 9, 10, 11, pages 88
to 92 inclusive.

In general, the advertising-women's group ranks the articles the
same as the others with the following exceptions: Article A is ranked
by the women advertisers as the best article or highest on the scale
in place of Article C, as chosen by the others; Article C, which the
others give the highest rank, the advertising-women's group places
much lower.

The five newspaper articles which follow are the ones represented on the scale.

FIGURE 2.

Newspaper Article—G.

Northwestern Club to Open Clinic Monday

THE regular meeting of the Northwestern Woman's Club was held at Diamond Temple, Jan. 3.

An interpretation of Van Dyke's "The Other Wise Man," was given by Mrs. Wirick Shafar. Mrs. Bertha Stoll, pianiste, gave the Fantasic Impromptu (Chopin). Mrs. John Maney, accompanied by Mrs. Frederick Covert, sang a group of songs by Burleigh. Both numbers were thoroughly enjoyed.

Mrs. B. R. East, chairman of the child welfare committee, introduced Dr. Palmer, of the board of education, who spoke of the malnutrition clinic to be opened in the Clinton School, Jan. 10, by the Northwestern Woman's Club with the co-operation of the Visiting Nurses' Association and the board of health.

It is the intention of the clinic to give a substantial noon meal to a group of 50 children, and the result of this experiment will enable the board of education to definitely decide future action in the matter.

Miss Nila Smith, supervisor of the primary grades of the city schools, spoke from the standpoint of the teacher of the "project" method which is now being used in the schools.

Miss Elizabeth Cleveland, supervisor of vocational training, extended an invitation to the club to visit the new Teachers' College.

The philanthropic committee, Mrs. Walter Parmalee, chairman, announces an evening of cards and dancing at the Federation Clubhouse, Jan. 14.

The next meeting of the study class will be held Jan. 10. Mrs. Willard Underhill will present a paper, "Progress of Modern Invention." Roll call will be responded to by a summary of "Things we would like to have invented." —

FIGURE 3.

Newspaper Article—F.

SCHOOL PUPILS IN BERKELEY UNDER WEIGHT

BERKELEY, Feb. 19. — Fifty per cent of the pupils in five Berkeley schools visited have been found to be underweight, says Miss Florence Boddy, superintendent of health visitors of the college city.

The pounds which are lacking to bring the children up to normal vary from $1\frac{1}{2}$ to $13\frac{1}{2}$, states Miss Boddy, the average being 7-35 pounds. Discovery of the shortcomings of the pupils followed weighing done by school nurses under Miss Boddy's supervision.

Defects found in children in all of the Berkeley schools numbered 2452 with the beginning of school nursing work last year, says Miss Boddy. Special attention is being given by the health visitors to the curing of speech defects and a clinic for this purpose has been opened for children of the city at the Berkeley dispensary.

FIGURE 4.

Newspaper Article—I.

MOTHERS' CLUB SUCCEEDS IN IMPROVING CHILDREN'S HEALTH

"Sturdy boys and girls in body as well as in mind."

That is the unwritten slogan of a group of Hamline mothers interested in child welfare work in their particular community. As a result the milk station at the Hancock school and the recent weighing and measuring work brought forth some wonderful results in building up unexpected, undernourished children.

The Hamline Mothers' club activities have centered around the solving of child welfare problems. The two chief enterprises so far have been the continuation and development of the milk station and the installation of the weighing and measuring system now in operation.

First Meeting in December.

The first child welfare meeting was held in December, when the club heard Miss Lucy Cordinier talk about the food and habits of children and stressed the benefits to be gained from systematic weighing and measuring. A special child welfare meeting was planned for February in the assembly room of the Hancock school when exhibit posters were on view. At this gathering the 'health alphabet' book was distributed as souvenirs. The school nurse requested co-operation of parents and children. Dr. E. A. Meyerding and with one of his assistants demonstrated operation of scales and explained the system. All the boys and girls of the school has now been weighed and measured and the club will again hear Miss Cordinier at a special program at 3 P. M. Wednesday at the school. Mrs. Inez C. Bucklin's dramatization from "Cho-Cho and the Health Fairy" will be given by the little children of the school.

The Mothers' club has its eye on efficiency and a rest room for the teachers. With this in mind an entertainment and community reception will take place at 8 P. M. tomorrow in the assembly room of the school. A long, slow and olden day program with tableaux and songs in costume has been planned by Mrs. M. E. Old

and Mrs. Bucklin. Mrs. J. E. Rounds will give a short talk. A silver offering will be taken for the club's new project, that of a rest room for the school's instructors. Mrs. M. F. Ernst is president of the club and Mrs. W. W. Meiners is secretary. Mrs. J. S. Huggett is chairman of milk committee; Mrs. Sidney Horsley, child welfare, and Mrs. Thomas P. Beyer, program.

Opened Last Spring.

The milk station opened last spring. The average daily distribution was 400 bottles, each child paying 3 cents a bottle. The early part of this year with milk at 4 cents consumption decreased. After Christmas, however, following the impetus of the child welfare rally with milk again at 3 cents the distribution reached 310 bottles daily. With the coming of the weighing and measuring program daily distribution reached 432 bottles. The Hancock milk station is the only one in the city that has been self-supporting from its beginning. Mrs. Huggett with her staff of twenty helpers operate the station. She appears every day and proves a veritable house-mother to the school kiddies. First she was known among the boys and girls as the "milk-teacher," now she is the "milk mother."

The children are interested in being weighed and measured. Mrs. R. A. Johnson has charge of the work and has three assistants. The work has developed to such an extent that five assistants are kept busy. In the enrollment of 893 children 211 or 24 per cent or more are underweight; 110 or 12½ per cent are 10 per cent underweight. The 7 per cent underweights will be weighed each month and all the children will again be weighed before school closes for the summer vacation. It is a plan of the mothers to have a nutrition class for the number of underweights. Co-operation of the principal of the school, Miss Edith Taylor, the teachers, nurses, parents and children has made the work a profitable and pleasurable one, said mothers yesterday. The helpers are all volunteers.

FIGURE 5.

Newspaper Article—B.

Large Gains in Weight and Health of Pupils Are Found by Nutrition Class Worker on Her Visit to City

Miss Mable Skilton, of Boston, nutrition-class worker with Dr. William R. P. Emerson, arrived in Rochester yesterday and visited several nutrition classes. Miss Skilton will remain in the city for two weeks visiting the present classes and assisting in organizing new classes. Dr. Emerson will come later to confer with nutrition workers.

Miss Skilton visited the class at No. 3 School, of which Miss Mildred Campbell and Dr. Miller have charge. The gains in this class have been excellent, one child having been graduated. Emmett Peake is the first child in the Rochester nutrition classes to "go over the top." His weight went from 55 1-4 pounds to 62 1-2 pounds in fourteen weeks. Next week he will be presented his diploma by Dr. Emerson and will receive a prize for being the first of the his class to be graduated. An important finding in the class at No. 3 School is that fourteen of twenty-one in the class are reported by their teachers to have improved mentally as well as physically. The total number of pounds gained in the fourteen weeks is 130. Of those who did not gain it was discovered that they were not getting to bed early.

"One of the best tricks to gain is going to bed early," said Miss Skilton in addressing the class. "Every boy and girl in a nutrition class should be in bed at 8:30."

The Mount Carmel nutrition class,

directed by Miss Lois Remage and Miss Mildred Warrant, with Dr. Caccamise as physician was next visited. It was found that a number of children had made excellent gains and that several were near graduation. All children in the class have given up tea and coffee and many are drinking milk. The highest gain in the class was three pounds, but the best chart in the class is owned by Joseph Mirabella, who has made a steady gain each week and has a good chance of going over the top in another week. This is a case where the child was more than 10 per cent. under weight.

Miss Skilton remarked that the children in the class looked better and held themselves better than when they entered, and some of the children had made such a gain that she scarcely recognized them. Miss Skilton impressed upon the children that "now is the time to grow." If under-weight condition persists it becomes chronic and is harder to correct in later life. Children taken in the early years of life can gain their weight much more readily and once gained, if no physical defects are present, the weight will not be lost. Graduates from nutrition classes, according to Miss Skilton, do not tend to lapse.

Miss Skilton is in the city under the auspices of the Tuberculosis Association of Rochester and Monroe County and will be a guest at the Century Club during her stay in Rochester.

FIGURE 6.
Newspaper Article—C.

The Public Schools

What Schools Have Done, Are Doing, and Will Do for Buffalo.

WASTING LIVES

Ye editor has no head for figures and no inclination to make figures lie. Statistics are inconvenient to get and dry reading anyway, so we shall dispense with them and base our story on facts that you, kind reader, have only to look around you to verify.

Here are a few of these facts: (1) Babies are born every minute, many of them well and strong, many of them cursed with a heritage of disease; for "The Sins of the Parents Are Visited upon their children"—even to the third and fourth generation." (2) At the end of a year lilies are bowing over a multitude of little graves where the proud faces of mothers might have been bending over little cradles.

(3) In two years there are many more little mounds in God's acre and many more empty hearted mothers in our homes.

(4) In three years most of the weak little voices are never more to be heard on earth and, alas! many of the strong ones are hushed, and you say "God has taken them," "the Lord giveth and the Lord taketh away." And here permit a passing comment. The Lord gave the little child. True, and the Lord hath taken it back. True again, but we are not so sacriligious as to believe that the Lord was on "Indian Giver" and that He would jealously or wantonly or cruelly take away what He had given. Why not face the truth and acknowledge that God had taken back the little soul because we sacrificed the little body upon the altar of sin and ignorance or neglect. Let clean, wise, thoughtful parents who lose a little child take comfort, if they can, in the belief that God had use in heaven for the little one; but there should be no such comfort for the father who defiled his body or the mother who became a mother with no knowledge of the care that the baby should have. Much less excuse or comfort should there be for parents who ignore their charge or delegate their parental duties to servants. Cruel, material philosophy. Do you say? Not at all, we are merely saying again what science admits and religion should admit if its doesn't, that:

CHILD MORTALITY IS THE DISGRACE OF THE RACE. It is a disgrace because

IT IS PREVENTABLE.

But to resume our arraignment of facts: (5) In four years the fittest children of the fittest parents have survived; also some born weak and some who have had weakness thrust upon them.

(6) Now comes the time when childhood runs the gauntlet of "Children's diseases." Mumps, measles, diphtheria, whooping cough and scarlet fever, aid the grim reaper to take toll of our little ones. For we have raised no fortifications against him—have put no barriers before him. Like Indian fatalists our cry is "Kismet" or weakly call upon our faith instead of

(7) But there are still many of our babies left. By this time they are in school, thousands of them—selected group that has survived the ordeals of infancy and early childhood; surely these shall develop to strong, sturdy manhood and womanhood. Let us see.

A Glimpse of the Schoolroom.

(8) Let's look in on average fourth or fifth or sixth grades—not as physicians or nurses but just as parents with our eyes open. Five pupils wearing glasses. Why? That's another story; but they show parental attention and mentally we give father a plus mark. Five more frowning or bending over books, some with red eyelids and inflamed eyes—the frowns are not from displeasure nor the eyes red with anger. It's eye strain. What causes it? Why isn't the cause removed and the condition corrected? Some one is blundering and the child is paying for the blunder. Over in the corner—a vacant face, parted lips, pale, round shouldered, a typical "mouth-breather." Why? Why doesn't some one throw out the life-line to this child before it's too late?

Middle row—halfway back—pale little girl, narrow chested, with dreamy eyes too bright if disease has begun, too dull if poor nutrition has not gone too far. A candidate for the open air class or the tuberculous ward. Your choice now, later there will be no choice. Why doesn't somebody choose life for this child?

Another frowning face, this time it's evidently discontent, ill temper—not eyes—a misfit in the class. He needs something to do that he can do—hand work, book work, that is practical. He's the opportunity school type, but he isn't in the opportunity school because there isn't enough room for him. What's the answer? More opportunity schools, of course, or one a good deal larger than that we now have.

A stolid face in the back seat attracts our attention. "Very slow, never recites—deaf." A tragedy in five words. The answer: Special class with special attention, lip reading, deaf children. Shall there be more? It's up to you, Mr. Taxpayer. By the way, how much is a child's life worth, anyway?

Turn to the Weight Chart.

We turn to a chart on the wall. It's story is told in figures that do not lie, for they are the record of the scale which is an instrument of precision. And the story of the scale as recorded on the chart is that one child out of every five is below the weight that his height demands. "What's the cause?" "Malnutrition." "What causes malnutrition?" Bad food. What's the result? I refer you to a medical dictionary, begin almost anywhere and read both ways.

People of Buffalo, these rather unpleasant stories have only one purpose. To enlist you in an army that shall fight intelligently for the preservation and welfare of our children.

How soon shall you be ready for the crusade?

The five newspaper articles which follow are not assigned a definite position on the scale. Their relative position has been given.

FIGURE 7.

Newspaper Article—H.

School Health Workers Call 5-Cent Milk High

**Hygiene Committee Chairman Seeking Means To Secure
Nourishment For Children At Cheapest Possible Cost
Asks Aid Of Dr. Buckler In Formulating Plan.**

The hygiene committee of the School Board, to which the question of extending the milk service in the schools was referred by the board, appealed today to Dr. Warren H. Buckler, director of health work in the schools, for a plan whereby this could be accomplished.

Theodore E. Straus, chairman of the committee, said there is a fund of about \$1,000 which had been provided for school luncheons which might be available for such work. It is felt that the price of 5 cents a half-pint, which was quoted by the Baltimore Dairy Council to the School Board in their offer to sell milk at that price to the schools and to supply children who could not afford to buy, was too high. In Dr. Henry S. West's report to the School Board outlining the present system of serving milk, it was pointed out that at School No. 6, the only school where every child drinks his half pint of milk daily the children

paid only 3 cents a half-pint, and that at School No. 39 milk was sold at 4 cents a half-pint. It is declared that the children be provided milk at wholesale price.

Council Is interested.

At the Baltimore Dairy Council it was stated that the proposition to extend the milk service in the schools had aroused much interest among the teachers. Nineteen schools have asked for further information on the subject and indicated that the service would be welcomed if the School Board agreed.

Opportunity for Miss Sophia Seyferth, teacher at the Eastern High School, who complained to the board yesterday that she had been discriminated against in the matter of salary, to be examined by the board's physician, will be granted immediately. She was granted a leave of absence on half-pay until April 1, with the privilege of returning to her classroom if able before that time.

FIGURE 8.

Newspaper Article—E.

CHILD'S WEIGHT IMPORTANT**Undernourished One Is at Disadvantage, Herman J. Norton Shows.**

"A child who is 10 per cent, or more under weight cannot be expected to progress as rapidly and successfully in school as a child who is up to normal," said Herman J. Norton, director of physical education of the Board of Education, in speaking before the League of Women Voters at No. 104 West avenue last evening.

"Nutrition classes have already been established in some of the public schools and we hope before long to be able to conduct classes in all of the schools. The results obtained so far have been remarkable. It is surprising to see the number of children who are really suffering from malnutrition."

Mr. Norton illustrated his talk with slides prepared by Dr. William R. P. Emerson, of Boston, who was brought to this city recently by the Tuberculosis Association, and who started the classes. Mr. Norton will give talks to other organizations that desire to learn more of his phase of health education work.

FIGURE 9.

Newspaper Article—J.

MEAL COURSE HELPS UNDERWEIGHT GIRLS

Masten High School Pupils
Drink Milk, Eat Graham
Biscuits Daily.

War has been declared on under-nourishment at Masten Park High school. Under the leadership of Mary Krieg, in charge of physical training, more than 100 girls, all underweight, are taking the "meal course" and are gaining in avoirdupois.

This course was begun last fall under the direction of Lillian McDonald, now on a leave of absence in New York. Last term 103 took the course. Most of them come from comfortable homes where they can eat plenty of food, but sometimes they do not eat enough of the right kind of food and this shows in their weight and general health.

Unlike any other course in the high school, there are no credits or no home work in this. When a girl is found underweight all that is required of her is that every morning at 9:45 o'clock, after registering, she shall drink a glass of milk and eat a graham biscuit.

Department records show how beneficial this simple regimen has proved. Nearly all the girls both last term and this have gained in weight.

Teachers also impress on the girls the necessity of sufficient exercise, plenty of sleep, the proper kinds and quantities of food and other matters of hygiene.

"Sometimes we have trouble with girls," said Helen Blackman, who assists Miss Krieg. "Some just cannot take milk. But for the most part the girls are delighted with this idea. The domestic science department has been helpful to us."

FIGURE. 10

Newspaper Article—A.

IN 5 CHILDREN UNDER WEIGHT

\$95,000 Planned by School Board To Feed Under- nourished Pupils.

As result of two reports to the board of education, one showing that there are 9,000 dangerously undernourished school children in the city, and the other showing that 20 per cent of the school children in three representative districts are undernourished, the school board budget committee Tuesday decided to ask tentatively for a \$95,000 appropriation to supplement the feeding of these children in a scientific way for one year.

This sum, about \$60,000 is ask to supply lunches for 3,000 of the undernourished children; the rest of the money would care for the board's appropriation for meals for the anemic children, the deaf, the parental school and other regular activities of past years. The \$95,000 is purely tentative and will be revised when the complete results of the health survey now being taken in the schools is made. Children who can afford to pay for the lunches furnished in the schools will be asked to do so, Samuel C. Mumford, board member, said.

20 PER CENT UNDERNOURISHED.

Supplementary estimate for feeding undernourished children will be considered in a week or 10 days. A department of health survey of the city, according to Dr. Henry F. Vaughan, health commissioner, showed the number of dangerously undernourished. Mr. Mumford told the board that a survey made in three different types of districts showed that 20 per cent of the children were undernourished. This was true even among children of the well-to-do. He announced that all the children in the city would be weighed and measured to determine how widespread the undernourishment was and a thorough study would be made. At a joint meeting of the board of education and the library commission Tuesday it was decided to request the Common Council to lease the property on the present downtown library site for the purpose of building a joint board of education administration building and branch library. The present lease expires next year and the title on the property is condemned.

matter will come before the Council Jan. 1.

Mr. Mumford pointed out that the erection of the building would eliminate a \$40,000 a year rent bill and that \$450,000 could be obtained toward the payment of the building by the sale of the board of education property at 50 Broadway.

BUDGET IS CONSIDERED.

The board of education, meeting as a committee of the whole, began the consideration of the school budget yesterday. The gross askings of the maintenance fund were \$13,253,253.43. Some of the important items going to make up this sum are \$5,973,734 for the elementary schools; \$1,931,941 for the high schools; \$309,334 for the intermediate schools; \$518,004 for special education, including the crippled, blind, deaf and anaemic children.

Three new open air units to accommodate 70 children each were requested. Next year it is estimated that the board will instruct 510 anaemic children, 120 blind, 183 deaf and 1,596 who have defective speech. The estimate for incorrigibles is 359 and for backward children, 2,165.

The budget showed an increase of 7 per cent in educational administration. This increase is due to the vocational bureau, the schedule increases of clerks, the employment of new clerks to relieve executives and additions to the staff of the psychological clinic.

WOULD COACH FOREIGNERS.

Plans for the spring census estimated the school population of the city at 231,700 and an appropriation of \$16,000 was provided. In the elementary schools 90,356 children are expected to be enrolled; in the high schools, 13,667.

Provision is made in the budget for the coaching of foreigners by assigning 40 coaching teachers for this purpose.

A growth of 30 per cent was shown in the summer elementary schools and members of the board declared that the summer school expedited progress and tended towards the all year around school.

Three proposals for engineers and janitors' salaries were considered, but no action taken. A \$25 increase was granted as a bonus to the engineers in 1919 and 1920, and the board committee suggested that now as living conditions were more normal, the engineers' salaries might be reduced either \$15 or \$20 a month.

The board, meeting as a committee of the whole, will continue its deliberations Wednesday afternoon. At that time or at the regular meeting Thursday night the building budget of \$5,193,000 will be considered.

Feeding Undernourished Done by Women's Clubs

At a meeting of the child welfare department of the Federation of Women's Clubs this morning the co-operation of Frank Cody, superintendent of schools, and Dr. Henry F. Vaughan, health commissioner, in the department's proposed plan for feeding 3,000 of the city's 9,000 undernourished school children was endorsed.

"The plan is not a new one to the child welfare department," said Mrs. W. H. Mortimer, chairman. "For three years the women's clubs of this city have fostered the idea that the work we have been doing would win the recognition of both the department of health and the board of education."

ASKED CODY'S AID.

"In a recent letter to Mr. Cody we asked co-operation in this work, which it was our intention to carry on in larger proportions. The result has been so beneficial and satisfaction of parents so apparent that the federation hoped to carry its work into every school of the city."

"The department, however, is not entirely in favor of the plan outlined by Dr. Vaughan, which recommends that the hot meals be given free to these children. One of the aims of this department is to discourage the pauperizing of Detroit's citizens, and we believe that this would be an outgrowth of a free lunch plan. Lunches should be paid for by parents who are able to do so and only those children whose home conditions are found unsatisfactory by the visiting nurses assigned to the case should be given meals gratis."

MRS. NOVAK EXPLAINS.

Mrs. Charles M. Novak of the federation pointed out that the child welfare department has been serving lunches of milk and crackers for the past three years in 20 of the city's schools. More than 5,000 children benefited by this food which is served each day at 10 a. m.

The monthly reports given out this morning by members of the committee showed that during the 17 school days of December, \$1,500 had been paid for milk and crackers. Pennies collected from children able to pay amounted to \$1,383. The deficit was made up from the John Dodge fund which was given for this work several months ago. Increase in health and weight of the children partaking of these lunches was in great contrast to schools where no lunches were served during the month, according to Mrs. Mortimer.

FIGURE 11.

Newspaper Article—D.

FOUND FIVE HUNDRED SCHOOL CHILDREN IN NASHUA SUFFERING FROM MALNUTRITION CAUSES

Dr. Wallace of That City Gives Important Address on Survey Results at Durham Farm Bureau Meeting

DURHAM, Jan. 12.—Over five hundred school children in the city of Nashua between the kindergarten age and the junior high school are underweight, stated Dr. Arthur Wallace of the Gate City, the only formal address of the day, on second day of the sixth annual New Hampshire Farm Bureau Federation meeting. He also said that similar conditions to those in Nashua and elsewhere are a menace to the state and the nation and suggested the desirability of passing legislation that will make it impossible for boys and girls suffering from the mal-nutrition and its consequences to obtain employment in factories, mills or elsewhere.

Hinders Growth.

"The tea and coffee habit, which hinders the growth of the tissues in children, is all too prevalent," declared Dr. Wallace and added, "Over 60 per cent of the children in Nashua are tea and coffee drinkers."

Depicting the startling conditions

discovered when a survey of the health of the children attending the public schools of Nashua was made Dr. Wallace said it was found that only 25 per cent of the children were accustomed to drink milk. "During this survey," said Dr. Wallace, "It was discovered that 95 pupils out of 248 examined especially to discover mal-nutrition were underweight. You will readily see that that is almost 40 per cent."

Determined to prosecute the campaign of education and to try and correct the serious conditions found, as well as secure the co-operation of the parents of school children, those in charge of the survey adopted the slogan, "We believe that health is more than education alone."

The results of the campaign disclosed five causes which contributed to the deplorable health conditions existing among the Nashua school children. These five causes, declared Dr

(Continued on Page Three.)

SUFFERING

(Continued from Page One.)

Wallace, were first, bad tonsils and adenoids; second, bad teeth; third, excessive fatigue; fourth, insufficient food; fifth, bad habits of living.

Many defects.

Examination of the children, Dr. Wallace said, showed that practically

every case manifested such symptoms as curvature of the spine, flabby muscles, stooped shoulders and a haggard, sober expression.

Dr. Wallace related in detail how the survey committee has been working for the past year to eradicate the causes of malnutrition discovered among the Nashua children. He said that a system of educational training to teach the parents and the children how to co-operate in eliminating the deplorable consequences of malnutrition has been inaugurated and this system has already shown much results.

Actual feeding in some of the schools has been attempted and the drinking of cocoa and milk in lieu of the all too prevalent use of tea and coffee has been persistently encouraged.

Dr. Wallace intimated that Nashua is not the only community in which school children are suffering from malnutrition and its bad effects, and left the impression on the audience that a similar carefully conducted survey will reveal approximately the same condition in any urban or rural community.

TABLE XXII.

MEDIAN RANKINGS GIVEN TO TEN NEWSPAPER ARTICLES BY TEN GROUPS OF JUDGES

Read the Tables as follows: Of 85 School Administrators, one half placed on Article A, a value less than 4.1 and one half placed on Article A, a value greater than 4.1.

Groups	Number of Judges	Median Ranking Given to Each Sample									
		A	B	C	D	E	F	G	H	I	J
1. School Administrators	85	4.1	3.3	1.	3.3	6.6	7.4	10.	6.9	5.5	5.3
2. High School Principals	87	4.1	3.9	1.3	2.9	7.6	7.3	9.8	6.5	5.7	5.4
3. School Teachers	61	4.4	3.	1.4	3.1	7.	7.8	9.7	7.5	5.6	5.
4. Advertising Women	34	1.3	3.3	4.3	3.6	5.4	8.4	9.8	5.5	6.	5.6
5. Housewives	37	4.6	3.7	1.3	3.8	6.	8.1	9.8	7.4	5.9	5.1
6. Persons in Professions	34	2.5	4.1	1.5	3.4	7.2	8.2	9.7	7.5	5.1	5.7
7. Persons in Business	24	3.	3.5	1.4	4.5	7.1	7.	9.8	7.5	5.2	5.5
8. Clerical Workers	12	4.	3.8	1.4	3.2	6.5	7.5	9.7	8.5	3.	5.2
9. Artisans and Laborers	24	4.5	4.5	1.5	3.1	6.8	7.8	9.2	6.5	4.1	5.8
10. Newspapers Workers	5	3.3	5.8	8.	2.3	6.	4.3	9.9	5.3	5.2	4.

TABLE XXIII.

THE NUMBER OF "BETTER" JUDGMENTS OF 369 INDIVIDUALS IN RANKING THE TEN ARTICLES

Articles Compared	Articles with which comparison is made								
	F	H	E	I	J	A	B	D	C
G	86	73	60	35					
F		174	239	102	71				
H			208	119	100	94			
E				134	116	82			
I					182	137	103		
J						137	107	116	
A							171	144	99
B								164	89
D									100
C									

Read the table as follows: 86 of the 369 individuals considered Article G "better" than Article F; 73 considered Article G "better" than Article H; 174 considered Article F "better" than Article H; etc.

CHAPTER VI

A PROGRAM FOR SCHOOL INFORMATION SERVICE IN THE DAILY NEWSPAPER

The suggestions set forth in this chapter are general. School administrators will find that the size of their system, the attitude of the newspapers, the policy of the board of education, and many other factors enter into any school publicity program.

TWO KINDS OF SCHOOL PUBLICITY

First of all a distinction should be made between two kinds of school publicity.

1. Special purpose publicity carried on for the purpose of achieving some immediate end. Bond issue campaigns, teachers' salaries campaigns, and the like.
2. Continuous informational news service. By this is meant the constant publication of informational material about the school system. This service has two purposes: (a) The discharge of the obligation, on the part of those responsible for the public school system, to render a report of its activities; (b) The creating of "good will" on the part of the community's citizens in order that their support of and cooperation with the public school system may be based upon full information.

It is not the purpose of this study to deal with special purpose publicity. It has been mentioned as one type which school systems at times must use. It is the type which is most commonly thought of in connection with public schools. Considerable study has been given to this kind of publicity, and the facts are available.¹ Figures 12 and 22, pages 98 and 118 show examples of newspaper publicity for special purposes.

The suggestions in this chapter deal entirely with continuous school news service.

THE ORGANIZATION

School news service should be carefully organized. It should be recognized as an important function of the public school system. The same care that is used in organizing any other administrative division should be used in organizing news service. Haphazard or

¹Alexander and Theisen—Publicity Campaigns for Better School Support.

accidental news preparation and publication will not accomplish the results desired. There are two types of organization.

*A Program
for School
News.*

1. A CENTRALIZED ORGANIZATION:

This type is a division of the administration of the school system. It heads up in the office of the superintendent of schools. It may be directed in various ways.

- (a) By a news or publicity director whose duties consist in the preparation, manufacture, and distribution of all printed material used by the school system. School news service in the press will be one of the duties which he directs.
- (b) By the superintendent of schools who may direct this activity as one of his administrative duties.
- (c) By some other administrative officer,—an assistant superintendent, a supervisor, the clerk of the school board, etc., who may be assigned the direction of school news service in addition to other duties.
- (d) By some principal, special instructor, or teacher, whose other duties are so arranged as to allow time for the direction of school news service.

This director of news service should probably have an advisory board or cabinet, representative of the administration and of the teaching staff. It is possible that the children, patrons and organizations closely allied to the school system should be represented in this advisory body.

2. A REPRESENTATIVE ORGANIZATION:

This type of organization will be headed up by a School News Committee. This committee may be made up in various ways. It may represent the various departments of the school system, such as Elementary Education, Vocational Education, etc. It may represent the various schools in the system. The local school situation will determine best how it should be made up. Such an organization gives to the teaching staff an opportunity to share in one of the administrative responsibilities of the school system.

In this representative news committee, the administrative department, the teaching staff, and possibly the student body and patrons of the school system, should be represented.

HIGH SCHOOL BOND ELECTION

HIGH SCHOOL BOND ELECTION

THE ROAD TO SUCCESS

Leads Through the Door of Education

"We Build"

Is the motto of the Kiwanis club and in the election next Tuesday they are showing this spirit of progressiveness for the betterment of Tucson and the following members have assisted in making possible this special page appeal to the voters of Tucson to go out and vote.

People's Fuel & Feed Co.

Page Furniture Co.

W. J. Corbett Hardware Co.

Fleishman Drug Co.

Ford Garage

Frank Curley

George Kitts

Goodfellows Grotto

Missouri State Life Insurance Co.

Ralph Gunst, Gen. Agent.

Congress Hotel

Pereira Studio

**Every
Voter
Must
Vote**

is the hearty appeal to every voter in Tucson by the following automobile men:

J. Breck Richardson

Daross Auto Top Co.

Borderland Service Station

Miller Storage Battery Co.

Babbitt Bros.

Franklin Motor Co.

McArthur Bros.

Auto Equipment Co.

Tucson Auto Supply Co.

WILL---

OPPORTUNITY KNOCK AT THE DOORS OF TUCSON AND FIND HER UNPREPARED?
WILL ADVANTAGE BE DENIED?

A VOTE FOR THE HIGH SCHOOL BONDS

IS A

A VOTE FOR THE "KIDDIES"

AND THE FUTURE PROSPERITY OF TUCSON.

Business Men

Who realize the urgent need of the Boys and Girls.

Arizona Ice Cream & Candy Co.

Mr. Hazelton

Rose Real Estate Co.

Chocolate Shop

Club Pool Hall

Tucson Steam Laundry

Palace of Sweets

Hartley Cleaning Works

The Villaescusa Co.

A. L. Sterns D. C.

Pima Hay and Grain Co.

Dooley Street

Tucson tax-payers will be asked to approve a \$750,000 bond issue at a special election next Tuesday. The money is wanted to erect a new high school building here. There is some opposition from certain groups who put money before human values, who fail to see that better schools mean better future citizens. It is therefore vitally essential that every voter in Tucson who favors the New High School Building should cast a vote next Tuesday, April 19th.

Is a New High School Actually Needed Here?

Without a doubt. The present building is overcrowded. You can get first hand information on this by a visit to the high school building. The class rooms are crowded, so crowded that good school work is impossible. The present building is not modern. It is ten years behind Tucson of today. The school has no gymnasium and the library is too small. The present crowded conditions at the High School are a discredit to a such a progressive city as Tucson. Glance at these enrollment figures if you still doubt the need for the new school. In 1912 the high school attendance was 202.

IN 1917 IT WAS 322 STUDENTS.

IN 1919-20 IT WAS 537 STUDENTS.

IN 1918-19 IT WAS 414 STUDENTS.

IN 1920-21 IT WAS 744 STUDENTS.

The gain in enrollment has been very rapid during the last few years. It is logical that it will continue. Tucson is growing more rapidly every year and her schools are keeping pace in attendance.

They Should Keep Pace in Progress too

The school board wants to build a high school that will take care of 1500 students. That goal will be reached in a few years. The school will be modern in every respect. It will be a pride to the mothers and fathers and a credit to Tucson. The boys and girls will get all the benefits.

Tucson can't turn back. It is at the cross roads of progress now. A victory for the school bonds will put it in the ranks of the progressive communities of the Southwest. Every civic organization in the city has endorsed the high school bonds. However, votes and not endorsements win elections.

Consider the appeal in this page, investigate the proposition carefully and fairly and you will be convinced that you should vote for the bonds like your neighbor will. Then go to the polls Tuesday and let the world know that you want the very best schools possible for the boys and girls of Tucson.

A SPECIAL PURPOSE DISPLAY ADVERTISEMENT. AN EXAMPLE OF COOPERATION

THE FINANCING OF SCHOOL NEWS SERVICE

In most cases, the financing of school publicity is a matter for school board consideration. So far as newspaper service is concerned, it is probable that little financial backing is necessary. If school news is of the right sort, the newspapers will, in most cases, gladly print it at no cost to the system. Where funds are necessary to carry on publicity activities, they must be secured from a school board which has been convinced that the expenditure is justified, or they must be secured from individuals or organizations interested in this kind of school activity.

*A Program
for School
News.*

THE COLLECTION OF SCHOOL NEWS

The organization of this part of the publicity process will vary greatly.

1. UNITS FOR NEWS COLLECTION:

Some of the units possible for the collection of the news material are as follows:

- (a) The whole school system, with news collectors assigned to pick up news wherever and whenever found.
- (b) The various administrative divisions, with one news collector responsible for covering all news that deals with the Buildings and Grounds Department, the Department of Research, etc.
- (c) The various teaching divisions into which the system is divided, with collectors responsible for news relating to Kindergarten Education, High School Education, Vocational Education, Athletics, Student Activities, and the like.
- (d) The individual schools or buildings, with one collector responsible for all news material relating to the activities of any one school or building.

2. THE NEWS COLLECTORS:

These are the school system's reporters. They can be selected from the following:

A news director.	Individual students.
Superintendent of schools.	Individual teachers.
Clerk of the school board.	English classes.
Supervisors.	Journalism classes.
Principals.	

The type of organization will determine to some degree which of these agencies shall be used. Facts presented in previous chapters show that students are to a considerable extent being utilized for this purpose. *A Program for School News.*

3. THE EDITING AND APPROVING OF NEWS COLLECTED:

School news for newspaper publication should be edited. It will be edited by the newspaper. It should be edited by some one in the publicity organization of the school system. Such skilled editing will save labor and trouble for the newspaper and, more important still, it will make for less of error and mis-statement. News copy prepared by school systems and printed in the newspaper is evidence of the lack of proper editing based on a knowledge of good newspaper style. The type of organization for handling school news will to some extent determine the method of editing. If the organization is highly centralized, the editing will necessarily be done by some central agency. If the organization is more representative, the responsibility of editing school news will probably be scattered among various persons. At the present time, the editing of school news is done by the following:

- News director.
- Superintendent of schools.
- Principals.
- Teachers.
- Athletic coach.
- English or journalism classes.
- Student editors.

In many cases, the only editing which school news receives is done by the newspaper organization. Some school people reporting on this subject expressed an opinion that in some cases the editing of news in the school system, especially by a central authority, might become censorship and that anything resembling this would be contrary to democratic ideals. This point is undoubtedly worthy of thought. It should be possible, however, to give to news prepared within the school system the benefit of editing without subjecting it to the evils of censorship. Much harm has been done to the cause of public school education by the unedited newspaper productions of irresponsible correspondents.

NEWS OF THE SCHOOLS

GRADE SCHOOL CHILDREN WILL HONOR WASHINGTON

Half-Hour Programs Will Be the Rule in Spokane Next Monday.

Remember the 100th birthday anniversary of George Washington, pupils of Spokane public schools will present dramatic programs to their schoolrooms and auditoriums Monday. Some of the programs will be in memory of both Washington and Abraham Lincoln.

At the Washington school, separate programs will be given in the different schoolrooms. These will include general discussion of the life and history of Washington.

The pupils of the Stevens school have arranged a 10-minute program.

their views of Washington and discuss his life.

Patriotic Songs.

At the Irving school the various grades will hold exercises in their rooms. Patriotic songs will be given as part of the program.

Pupils at the Whitman school will hold fitting exercises in their rooms Monday morning. Recitations and readings will be included in the program.

The entire student body of the Roosevelt school will hold exercises in the school auditorium. An interesting program has been arranged.

An American flag will be given by the school.

The seventh grade at the Edison school will hold exercises in the school auditorium.

Ask Improvements at Grand

The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo.

AFTERNOON MOTHER'S CLASSES.

The School column of the EVENING NEWS has informed its readers of various phases of adult education that are going on in Buffalo in charge of the Extension department of the Board of Education. There is one opportunity, however, not previously explained to NEWS readers which is bringing a privilege into the lives of a lot of Buffalo women. We refer to the Mothers' classes which have been organized in 19 different centers, meeting afternoons in public school buildings. When we say mothers we mean just that. Italian mothers, Hungarian mothers, Polish mothers and just plain American mothers, who have to meet the thousand and one problems which devolve upon all mothers.

The preparation of suitable clothing is always one of the biggest problems. That is the one that these classes are primarily designed to meet. However, in the case of the foreign-born mothers there is also the

for the new baby to working over an old coat into one for a ten-year-old child. If you are philanthropically minded send some of your old clothes to one of the missions mentioned above. They may be a Oodsend to some poor woman who either has two or three babies or is expecting one.

A Way to Happiness.

Here is a typical case: Mrs. Biank, with a baby a year and a half old in her arms and a little toddler at her knees we find in tears because not one garment is ready for the little visitor soon expected. The School department had no funds with which to buy material, but they have many good friends and soon this woman's tears were turned to smiles.

There are many such women. Why not provide for one or more yourself, and know how good it feels to have been of service to a fellow woman. In other classes the problem is on

What the Schools Are Doing for Mothers.

Foreign born mothers who are getting help in their special problems—Incidentally they are learning our language and appreciating the good will of our city.

The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo

SPECIAL SATURDAY "NEWS" FEATURE

THOUSANDS of men, women and children do not know how our Public Schools have become the "Gateway to Opportunity," for adults as well as youth—the NEWS will tell them.

The Trades, Industry, Commerce, the Professions, the Home, are all vitally interested—how much they do not realize—THE NEWS will show them.

Pictures, letters and snappy special articles will tell the story to busy readers at a glance.

The ride of our city should be its schools—read and grow proud.

HOMEWORK

(Continued.)

Last week we threw a few bricks at a sacred American institution known among school folks and parents as "HOMEWORK."

We haven't as yet been arrested as "Reds," neither have we been crowned with laurel and hailed a benefactor. Not a ripple in the placid pool of tradition, or perhaps we might better say, the granite rock of habit. In-

As to the teacher—SHE had to do it and she takes it for granted. Her pupils should do it; much as the Chinese worship their ancestors or bow down to Jesus, so the teachers worship at the shrine of homework.

It's easier to assign a lesson to be learned than to try to instill a principle. If the homework is presented to her by the pupil in written form requiring question and correction. Few teachers, however, are actuated by any desire to save themselves. Often they, too, burn the midnight oil, weary

The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo.

BACKBONES

Be calm, dear reader, we are not about to rattle the skeleton.

Be patient, permit and learn that bones, and particularly back-bones are topics of absorbing interest—at least most people of 40 or over have found them so.

At any rate, be wise, read and heed. For what your child's back-bone is today is quite likely to determine what he will be a few years later.

Understand, we are now referring to the common or garden variety of back-bone—the kind we were all born with. Later we may discuss in a discussion of the "back-bone" which some ill-natured individuals intimate are replaced by "wish-bones," but for the moment, we are literal—as the poet hath it—we sing of bones, and the child.

For the benefit of those who have forgotten their anatomy or never knew it—just a word by way of background to show that the back-bone is the most useful and the most wonderful collection of bones in the human machine.

A Bit of Physiology.

Pictures a triply curving column made up of 24 thick, irregular, flattened discs of bone, each disc with a round opening through the center, with grooves on either side—each disc fitting its neighbor exactly, so that the central opening forms a perfectly smooth spinal canal, while the little grooves form openings in pairs along the sides.

Now perceive the little pads of elastic cartilage between the bones. Shock absorbers, if you please.

Now note the tough, bands of lig-

her poor little back to the right. The little pads again get V shaped with the V pointing to the right and finally star so. Next has right curvature—life-long backache. Poor Nina—who is one of many little mothers who pay the penalty.

Jim Jones is getting "round shouldered" because he hasn't gumption enough to sit up or stand up. He may be sick, but he has the reputation of being lazy. He slouches when he stands, when he sits and when he walks. His back always looks like this. His little pads between the bones of his back will get tired after a while and he will be a bow-back with no such good excuse as Peter Corbano.

Bill Smith is always leaning on his elbow. He's due for a lateral curvature pretty soon, if he doesn't watch out.

Margaret B.—is a close student. She stoops over her desk a good part of the day and over home work half the night. If she lives she will have an honor mark and a crooked back.

Crooked backs, especially side curvature, do more than deform. Later on! Remember the branch nerves that come out through the little side openings between the bones? Well, what happens, do you suppose, when the bones are tipped sideways and the nerves are tipped sideways and pinch the nerve. Then the nerve is more or less out of business. Then there is trouble. The organ which the nerve supplies—the chief cannot wire the organ.

Time up, the bell rings to go to press. Parents, get busy—avoid if you

DEPARTMENT OF EDUCATION

FLORENCE MANN, Director.

SEATTLE PUPILS SHOULD BUY OWN SUPPLIES, CLAIM

Carl E. Croson Tells Directors Group of Business Men Thinks Action Should Be Taken to Cut Expenses.

METHODS USED IN OTHER CITIES TO BE STUDIED

Suggestion is Made That Waste of Material Would Be Eliminated if Youngsters Had to Meet Cost.

WARNING that a movement is on foot to demand the abolition of free text books and free stationery and supplies now furnished the 48,254 pupils in Seattle's public schools, for the

GARFIELD PUPILS WORKING HARD AT ARITHMETIC TEST.

Miss Martha Boardman and the fifth grade class at the Garfield school taking a Courtis Standard practice test in arithmetic.

SCHOOL NOTES

Physical Training.

Miss Marie Francis, supervisor of physical training in Spokane schools, will talk of the work in her department at a parent-teacher meeting at the Rockwood school next Friday.

Two Notes to Teach.

Children of the Roosevelt school will have a new lesson in physiology next Tuesday, according to Miss Lena Witt, the principal of the school. A moving picture showing the circulation of the blood will be shown.

School Luncheon.

Teachers of the Washington school surprised Miss Margaret McGrath, newly appointed principal of the school, with a luncheon at the school Wednesday noon.

Candy Sale.

Pupils of the Adams school held a candy sale in the school building today to raise funds to buy a memorial for the school. The candy sale is one of a series being held at the school.

Sweets Bring Cash.

Pupils of the 1A class at the Edison school held a candy sale Wednesday afternoon in the school building. The proceeds of the sale were \$27, which will go toward buying a memorial for the school.

Meat For Playground.

A cafeteria lunch was served yesterday at the Franklin school. The proceeds of the lunch will go toward a playground fund being raised by the school.

MEASURE TALENTS OF SCHOOL PUPILS

Scientific Methods... Are Used to Gauge Students at the Garfield.

GRADE SCHOOL GRADS SEE FILMS

Theater parties have been given during the week in honor of graduating classes of the various grade schools.

Members of the 5A class of 100 Stevens Junior high school were entertained at a theater and vaudeville

WILL INITIATE NEW AUDITORIUM

Plans are being made for an entertainment to be given at the opening of the new Lewis school auditorium, according to Miss Clara Mader, principal of the school.

The auditorium will be ready for use early next week, and the chil-

BANCROFT PUPILS SEE FAIRBANKS IN MOTION PICTURES

"Mr. Fixit," a motion picture starring Douglas Fairbanks, was shown in the auditorium of the Bancroft school yesterday afternoon and evening. Proceeds of the picture will go to the athletic fund of the school.

The film was shown to pupils of the Willard school this afternoon and

THE DELIVERY OF SCHOOL NEWS

Provision should be made in any school news organization for the delivery of school news. One of the most common criticisms of editors is in relation to this matter of delivery. The guiding principle is, that the value of school news, to a very great extent, depends upon its timeliness. Therefore, an efficient school news service will provide for the prompt delivery of all news as soon after its happening as possible. Some newspaper editors state that all news should be collected in some central office, that it may all be available to the newspapers. Again the type of organization will determine the method of delivery. It can be assembled promptly and delivered by one central agency, or each division or school can be held responsible for the direct delivery to the newspaper organization.

*A Program
for School
News.*

However it may be collected the all important element of timeliness which is the chief characteristic of daily newspaper articles must be observed.

RELATIONS OF THE SCHOOL NEWS ORGANIZATION WITH THE NEWSPAPER ORGANIZATION

I. PERSONAL RELATIONS.

School news in the daily newspaper cannot be carried on successfully without the cooperation of the newspaper organization. Therefore one of the first essentials in any publicity program is the sympathetic cooperation of school and newspaper. This should be based upon friendly relations and a mutual understanding of the problems of each. The personal touch is necessary. This personal friendship is not to be construed as a means of influencing newspaper organizations or in any way attempting to control what school news shall appear in the press, but it is the only basis of a proper understanding between the two institutions. Such relations in no way imply "favor seeking". A newspaper campaign should be based on the belief that both the newspaper and the school system exist for service to the community; that the individuals in charge of both institutions are good citizens who should meet each other on an equal plane that this service may be the better performed. School superintendents, editors, and reporters should be the best of friends, even though they may disagree. Such friendship will lessen the disagreement.

If the attitude of newspaper men toward this study is an indication the school administrator will find himself met more than half way by editors in any effort to inform his public in the daily press.

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THE TURNER SCHOOL

By EDITH ALLAN JACOB

Nineteenth of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view to suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. This article continues the survey of the Turner school, which will be concluded tomorrow. Pine school comes next.

Phillip C. Miller, 1316 Scribner avenue, N. W., who was recently elected to the school board, has lived in the Turner school district for 40 years. Mrs. Miller attended school in the old building, when Mrs. Townsend was principal. Their children have gone through Turner. They have always maintained their interest in the district. Mr. Miller said, in part:

"I believe that every member of the school board should visit every school in the system, and know from personal observation and contact the condition and requirements of every school. Knowledge of conditions is the only equitable basis from which to work."

"In discharging the duties of the office, all personal feeling should be submerged, even if it calls for discrimination against the desires of one's home district. The school that is in greatest actual need of improvement, should be the one to get it, regardless of whether or not the district has that well nigh omnipotent lever of procurement, which is more material than spiritual, and manifests as the great American 'pull.'"

"The pupils in the schools are taught thrift. One of the numerous addresses could have been addressed to the school

is any kind of meeting being held at the schools.

Taxation Without Representation.

"The school board has been divided eight to one in favor of the east side. The people on the west side have only recently waked up to the fact that they must be represented on the school board, if they are to receive their share of consideration. The ideal school board should be composed of three members from each ward, which should insure a fair representation."

"The people on the west side feel that they need a high school in the north-western part of the city. The site has been picked at Harrison park, where recreational advantages would be excellent."

"The pupils who go from the west side to Union-high have a long distance to walk, especially when they come home to lunch, as most of them do, for working people cannot afford either car fare or cafeteria service. The time for lunch is very limited. The fact that for children who have to complete their grade school work at Union must cross the railroad tracks is a source of worry to the parents."

"As for Turner school, it is the clean-

THE PINE SCHOOL

By EDITH ALLAN JACOB

Twenty-second of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view to suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. This article continues the survey of the Pine school, on the west side.

Mrs. John Lamb, who presented the petition for an addition to Pine street school to the board of education, has lived within two blocks of the school for 30 years, and has sent five children there for their preliminary education. She has two children there at present, and lives at 423 Pine avenue, N. W. Following is Mrs. Lamb's statement regarding the school and its needs.

"When I presented our petition to the school board, I told them that we wanted a new building, of course, but didn't expect to get it, but that we did feel we should be given an addition, built with a view to permanency. I also told them that when they inspected Pine school to give their consideration to what we have not, rather than to what we have. Our janitor keeps our building in such good repair that I tell him he is standing in the way of our getting a new school. Sibley school is even newer than our 25-year-old addition, but it is in worse repair."

"We want a gym which can be used as an auditorium. One night nearly 200 parents tried to squeeze into the kindergarten room, with the result that one mother fainted. The corridors were full, too. The parents like

children 16 blocks twice each week for manual training. At first the children were only allowed 15 minutes for the walk, which necessitated cutting through the Sibley street swamp. One day a teacher accompanied the children, and found that the time was entirely inadequate. The parents insist that the children take a half hour to cover the distance. Children who are never allowed to go more than two or three blocks away from home at any other time, must make the trip unaccompanied."

"The children make a good deal of complaint about the school yard, but of course, they don't realize the shabbiness of the building. It costs the parents in the district a lot for broken windows. We have asked for high wire backstops, but never got them. They would protect the windows and keep the boys off the stone coping along the church property which adjoins the playground. A church and school so close together, is not a good combination. Every time there is a funeral the children cannot spend their recess outdoors. The condition seems unfavorable. However, Mr. Parker, the pastor, is fine with the children; he has always

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THE PALMER SCHOOL

By EDITH ALLAN JACOB

Seventy-seventh of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view to suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. The article concludes the survey of Palmer school. It also concludes the series for the present.

Mrs. C. R. Dunk, 35 Travis avenue, N. E., an ex-president of the Palmer Patrons association, says Palmer school has never been in such fine condition as it is today. The children are being cared for from every angle of development—mentally, physically, morally. The principal is alert to every necessity and is constructive in her policies. The teachers are sympathetic and conscientious and no matter what difficulty arises one has but to refer it to Mrs. Fink and a satisfactory adjustment is always obtained.

Neighbors say that the children are very well behaved and helpful. They are taught their responsibility to their neighbors and the older ones prevent the younger children from running on lawns or destroying property. If anything of the kind occurs it does so at hours when Palmer school corps is not responsible for the conduct of the pupils.

The Mothers club is a flourishing condition, and one of the largest and most dynamic in the city. The undernourished children are given milk daily. This work has been going on for the last four years. When children are up to weight and their vitality restored, the milk diet is discontinued.

Another Talk With the Principal.

Mrs. Fink said: "The health of the children is the chief topic of discussion before our Mothers club. Four chap-

ters of the Health Crusaders in the school suffice to check up the health habits of the pupils and the health conditions in the school building.

PARENTS AND TEACHERS

Those who read Mrs. Edith Allan Jacob's timely and illuminating articles in The News on the various public schools of Grand Rapids will recall that she devoted much attention to the work of the Parent-Teacher association. This organization has been thoroughly established here and it has been an effective force for good in our schools. So far as we have been advised, there is no national organization in any other country which covers exactly the field in which the Parent-Teacher associations in the United States are active. There is every reason why in our American communities there should be the closest co-operation between parents and school teachers. Our schools are public in the fullest sense, and it is only when fathers and mothers concern themselves with the work of the schools, aiding and supplementing the efforts of the teachers, that the best results can be achieved.

In Grand Rapids, where we pride ourselves on doing things pretty well, the Parent-Teacher associations have developed rather better than in most cities. The Mothers clubs, as they are generally known, have been admirably managed. They have been kept almost wholly free from cliques. They are thoroughly democratic. Class distinctions, which so many like to preserve, have been eliminated and always the utmost harmony has prevailed. That is the principal

THE DIAMOND SCHOOL

By EDITH ALLAN JACOB

Sixty-ninth of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view to suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. The article begins the survey of Diamond school. It is to be continued.

Diamond school, Diamond avenue and Fountain street, according to the testimony of the patrons, is

will have no more when the addition is completed, but they will be right."

Talk With the Principal.

The principal then explained at length. "When Congress was a high school, Diamond was built as a primary school," she said. "Now we have an addition at each end of the original building, which was well sited upon an excellent stone foundation, and has been well cared for. I think we have as pleasant a location and outlook as any school in the city. We are on a hill overlooking a wide stretch of country, including a large athletic field of six acres, here the Central high pupils do their training, and our pupils use for lay ground. Our grounds are all light and airy. Our grounds are pretty. These large trees were set out after came to Diamond as principal, more than 20 years ago."

"When our addition is completed our gymnasium will be larger than that of any other grade school in the city, and second in size to the one at Central high. It will be 44 by 14 feet and one and a half stories high. There will be a movie booth at the north end and a regular stage with dressing room at the south end. At present we use our long corridor for entertainments. We use chairs to seat 150 for movies and can seat 300 for a play. The upper floor in the addition will be divided into three rooms to be used

(Continued on Page 5.)

SAMPLES OF ARTICLES IN A CONTINUOUS CAMPAIGN

Nearly 100 of these articles were published in consecutive issues of the newspaper. They were always on the front page

2. PROFESSIONAL RELATIONS:

(a) The Distribution of School News.

*A Program
for School
News.*

Most cities have more than one newspaper. In professional relations between the school system and these newspapers, fairness and impartiality should be maintained. This is extremely important. Some understanding should be arrived at, as to the fair distribution of school news which is prepared and given out by the school system. This arrangement will depend upon the local situation. It should be determined by representatives of school system and all newspapers. Some of the methods used by school systems to provide for fair distribution of news were discussed in Chapter IV. They are for convenience listed briefly below.

- (1) All newspapers are entitled to news of the public school. Each newspaper has its own body of readers who are citizens of the community and patrons of the public school system. The standing or character of a newspaper should not determine whether school news should be furnished.
- (2) Send duplicate copy of all news to each newspaper.
- (3) Where all papers issue a Sunday edition save the big stories for this edition.
- (4) If desired, alternate news between newspapers.
- (5) If desired, separate the school news day into the respective fields which the newspapers cover.

(b) Independent Securing of News by the Newspapers.

A certain amount of school news will be secured and printed independently of the school news organization. The attitude of the school system in this matter should be to assist in every possible way the newspaper which initiates a school news story. Don't suppress or cover up anything. If the proper personal relations have been established,

Material Furnished Today By 8-B Grade of John C. Frem

TAKING A DARE
"I dare you to go to the school and turn out the lights in the basement where they are voting!" exclaimed my chum's brother. This was more than I expected when I asked for something exciting to do.

AN EXCITING JUMP
It was about midnight when we returned from the theater and my sister and I, not being very sleepy, decided to read while. Very soon I smelled sickening smoke and jumping up, opened

WA
Was
Saj
Val

SCHOOL CHILDREN WRITE FOR DAILY TELEGRAM

The school children of Long Beach are to be given actual newspaper experience in writing for The Daily Telegram.

They are to provide the "copy" for the Boys' and Girls' Telegram, a daily feature of this newspaper which has been read with interest by an ever increasing number of youngsters since its initial appearance some weeks ago.

Material for the Boys' and Girls' Telegram will be prepared from now on by pupils in the various grammar schools. Principals and teachers have agreed with The Tele-

f educational value in connection with English, and arrangements by pupils in the several grammar turns in providing material for the children's little "write ups" or the Boys' and Girls' Telegram to the youngsters themselves,

Material Published Today Furnished By Pupils of Carroll Park School, Long Beach

"ON AND ON"
"Behind him lay the gray Azores;
Behind the gates of Hercules,
Before him not the ghost of shores,
Before him only shoreless seas."
Behind me lay a stretch of

Material Published Today Is Furnished By Pupils of Lincoln School, Long Beach

ATLANTIC AVENUE STUDENTS FURNISH COPY NEXT WEEK

To Write the Material for the Boys' and Girls' Paper

LINCOLN PUPILS END WEEK OF WRITING FOR THE TELEGRAM TODAY

Carroll Park Children to Do This Work Next Week

BOYS' AND GIRLS' NEWSPAPER WORK IS ATTRACTING NOTICE

Old folk and young are watching with keen interest the daily contributions of grammar school pupils in Long Beach to the "Boys' and

ROBIN HOOD
Robin Hood was an outlaw who lived in the Sherwood forest with his merry band of followers. He wore Lincoln green and was armed with a bow and arrow, roaming the forests over, robbing the rich and giving it to the poor. Thus he spent his life. I like Robin Hood because he was bold of heart.

MARGUERITE TURTLE, 5B.

HENRY SABIN School's Tribune

SNOW BALLING.

WINTER SPORTS.

COASTING.

Stories by High School Students

Twenty-sixth of a Series of Articles in The News Contest to Develop Writers Among the Boys and Girls of Grand Rapids.

Following are the articles chosen by the editor from among those submitted during the past week by the high school students in The News contest. This is the twenty-sixth series of articles selected. Others will be published on successive Saturdays.

Much Ado About a Bug

By ROBERT TOOT
Grade 9-2, Union High School

country road. Now and then we passed over culverts with brooks of clear, sparkling water flowing through them. Birds and bugs of all descriptions were flying in the air.

Stories by High School Students

Twenty-seventh of a Series of Articles in The News Contest to Develop Writers Among the Boys and Girls of Grand Rapids.

Following are the articles chosen by the editor from among those submitted during the past week by the high school students in The News contest. This is the twenty-seventh series of articles selected. Others will be published on successive Saturdays.

My First Swimming Lesson

By DORIS KENT
Grade 11-2 South High School

that deficiency would soon be remedied.

As I tripped gaily down the beach, wearing a nice new bathing suit which I disliked terribly to get wet, I pictured myself as the winner of swimming meets, carrying home beautiful trophies, and rescuing unfortunate swimmers. Of course swimming was easy. It didn't look at all difficult. To be all in knowing what to do. To say that was soon disillusioned would be stating it mildly.

Bob, my brother, and would-be-instructor, was already in the water and when he saw me, he called out, "Hurry up; the water is fine—not a bit cold." His taking the trouble to inform me that the water was warm, warned me gingerly let a fraction of my small-toe touch the water and quickly I was back. Not cold, indeed! It was just like ice water! Nevertheless, I was determined to learn to swim, and I wouldn't have Bob think I was a quitter, so, after summoning

High School Contest Will End Next Week

The literary contest among the high school students, which The News has been conducting since early in the school year, will end next Saturday, May 21. The teachers have requested that it be brought to an end, as few compositions are being written this late in the school year.

Next week will see the twenty-ninth series of weekly contests, which have aroused so much interest. The race between the schools for the honor of winning first place is extremely close. Full particulars will be given next

is, 11, 6-A.
s all through the town
s whirling down.
is covered with pure white,
through the long night.
n came at last,
the snow drifted fast,
ey all reached the hill,
was "fit to kill."
couldn't be beat,
for the feet,
newly greased boot—
"chute the chute."
their skis at the slides,
the old bob rides.
hes all cold and wet,
g and just what you'll get.
at so sore and hoarse,
amer time, of course.

THE SNOWMAN.

By HELEN BRIGGS, 3-B.

Mildred and I love to make a snowman in the yard, it is so much fun.
I awoke one morning and saw everything covered with beautiful snow.

I was so happy as it was not very cold and just the day for making a snowman. We put on our gloves, coats, and stockings-caps. Then the fun began. We made a snowball with our hands, then rolled it on the ground until it was as large as we wanted it for the body. Next we made a smaller ball for a head. We used two sticks for arms, and coal for the mouth.

Our snowman was done and we were ready for our supper.

WINTER.

By MILDRED SCRUBY, 14. 6B.
Winter! Winter! cold and gray.
Have you come with us to stay?
If you're kind and mild you may
But if cold and bleak, please go away.
For we love to run and play.
All thought the live long day.
We wish to skate o'er river and lake,
To ride our sleds and sledge.

BY MARJORIE CLARK, 4-A.

THE SNOW.

By MARJORIE CLARK, 4-A.
Nothing is quite so clean and white
As the snow when it falls at night.
And oh, what fun to jump from bed,
Put on your clothes and get your sled,
Boots, and mittens, caps, and all.
We don't care if we do have a fall
Into that fluffy, feathery fleeces,
Soft as down from grandpa's geese.

THE SNOW FLAKES

By ALICE MURPHY, 3-A.
See the pretty snow flakes!
Flying in the air,
Beautiful little snow flakes,
Whirling everywhere.

CAGED LIONS.

the newspaper organization and the school news service staff will determine together whether it is for the interests of the community and the school to publish certain school news. This does not imply "censorship" or "control" of news channels. It does imply cooperative good citizenship on the part of school and press. Some school authorities believe that all school news should be secured and prepared independently by newspapers.

*A Program
for School
News*

(c) Professional Assistance by Newspaper Organization.

It is the business of the newspaper staff to know how to secure, prepare, and present news to the public. The school news service organization should take advantage of this skill. Advice from editors, instruction by skilled reporters, any assistance which can be secured, will make the school publicity service the more effective. It may be that the newspapers should be represented in the school system's organization.

WHAT SCHOOL NEWS SHALL BE PRESENTED?

1. SUBJECT MATTER.

Distinguish between news and propaganda. ✓
Omit personal exploitation.
Don't forget that it is the unusual that makes news.
Routine is not news.
Play up the "human" element in news.

2. TYPES OF SCHOOL NEWS.

This matter will require the careful consideration of the school news service organization. It will, of course, have to be determined finally by the decision of the newspaper organization as to the types of school news which it wishes to publish. Below, the different possible types and departments will be briefly discussed. Such of these as seem desirable can be selected to make up the year's publicity program.

(a) News as such:

From a consideration of the opinion of newspaper editors, it is evident that this is the

type of school news which the newspaper is most anxious to secure. It must contain the elements of news, namely, general interest, timeliness, the unusual. It must contain the elements of newspaper style, a statement of facts, simplicity, conciseness, with the gist of the story in the first paragraph or 'lead'. To some extent, the happening of events will determine the publication of this type of news, but, when skill in discovering and emphasizing the news "story" is acquired, many a subject which is now treated as propaganda or discussion can much more successfully accomplish its end as "news". School "news as such" will compete with other news. Its position will depend upon the elements in it which determine the position of all news in the paper. This type of school news should more and more receive the emphasis. It meets with the especial approval of editors. It will be read by more general newspaper readers than any other type. It is illustrated in Figure 23, page 11.

*A Program
for School
News.*

(b) A School Page.

It may be possible to arrange for a school page in the newspaper. There are two kinds:

- (1) A page which is a miniature newspaper of the system dealing with various matters, such as that shown in Figure 24, page 14.
- (2) A page in which only one subject is treated at a time as shown in Figure 13, page 100.

The school page will be read mostly by those already interested in the school. It is a good medium through which to interest and gain the cooperation of patrons; it may serve as a means of creating "esprit de corps" among the teaching staff; it can be used to

One of Iowa's Most Widely Known Colleges--Grinnell

WOMEN'S QUADRANGLE, dormitories, Grinnell college, Grinnell.

BLAIR HALL, science building, on south campus at Grinnell. A slight fog in upper air.

DINING room in women's quadrangle, Grinnell.

PRESIDENT J. M. T. MAIN (at left in picture) and DEAN J. S. NOLLEN.

NEW ALUMNI HALL, used for visitations, Grinnell.

WEST FRONT of Grinnell campus, showing library at a moment between classes.

TRADING ROOM in the women's quadrangle.

THE EVERGREENS, the new and handsome hall, Grinnell.

WEST STRUCTURES AT GRINNELL.

create and maintain the interest of school children. Illustrations will increase the effectiveness of the school page. They will be worth while, even if the school system has to pay for them.

*A Program
for School
News.*

(c) The School Column.

This type is a miniature of the school page. It is used where a whole page is not available. Like the school page, it is of two kinds, both of which are illustrated in Figure 14, page 102 and Figure 28, page 95.

(d) Special School News Feature Articles.

This type of school news is also in great favor with newspaper editors. They believe it is much more effective than the fixed types such as the school column. The news feature story permits the interesting features of the school system to be brought to the attention of the public. This type differs from "news as such" in that it can be longer; it can go into more detail; it permits more use of illustrations. Several of these feature articles are shown in Figure 27, page 6. Figure 15, page 104 illustrates the fact that school news does command place on the front page. The articles illustrated were part of a series which appeared approximately 100 times on the front page of the newspaper. They were evidently prepared by a special correspondent, and cover each public school in the city.

(e) School Notes.

These are most often written by a student reporter. High school notes are most common, but elementary school notes are published in some newspapers. As a usual thing, they deal with student activities, student personals, and the social happenings of the school. In most instances, they are very badly done. In some publicity programs they may find a place, but they should be carefully planned and edited, and be made to add to the whole program.

Now, My Idea Is This!

Talks With Thinking Buffalonians on Subjects They Know Best.

BUFFALO'S PART-TIME SCHOOLS.

By WILLIAM J. REGAN,
(Director of Buffalo's Part-Time Schools.)

A great many employers in the city are concerned with the operation of that section of the educational law of the state relating to the operation of compulsory part-time schools.

The majority of the 14 to 18 year old children, in fact approximately two-thirds of all the children within these ages, march directly from the school to the factory, from the class room to the work shop, where there are no facilities for continuing their general education. The most of them are untrained industrially, at the start, and therefore cannot profit, except in a small degree, from the instructions given by journeymen, pieceworkers and shop foremen. They drift, for the most part, into de-educative jobs and then from one job to another. They are timid in the 14 and 15 year old groups, their morals are low, they are in the most vital, formative years of their

life, and the city and the state in the elementary education of those children who leave school at an early age. It is good business to conserve this investment and to make it yield the return that society has the right to expect. The part-time school is a means to this end.

The functions of the part-time school therefore become plain. The gap between the idealistic school life and the practical life of employment must be bridged. The means of intellectual and educational advancement which were lost with the passing of the apprenticeship system must be replaced. Society must be protected by reducing the ranks of the unfortunate and the ignorant. Further training in the fundamentals of education must be given but it must be offered in such form as the young worker will accept. The degrading influence of automatic work must be offset and a more perfect democracy must be established by affording

FIRST AID.
TALKING about schools, the future appears very rosy when contrasted with the rottenness of the present. The buildings in which a majority of our school children are now housed are not healthful nor safe nor adequate. Many of the structures are of such character that a parent would be justified, morally, in refusing to permit his children to enter them, but the compulsory attendance law will not let him exercise this parental prerogative of safeguarding the life of his children. Every child must go to school for a given period, so says the law, but the law, which is always wise and just, does not say anything about the kind of building a government, which forces attendance upon school, shall provide for those who are required to attend. It may be because men cannot be moral without enacted laws demanding it—such I believe is the view of our re-

Mr. Lezer edged in a typical Maryland excuse by saying: "Baltimore is naturally low in that first because we have done our school building out of the annual levy." Then came Dr. Strayer's wallop, not for Mr. Lezer alone, but for the whole class of Baltimoreans: "That would be all right if you had decent school buildings to show for it."

It would be an unfortunate thing for Baltimore, indeed, if, after the seven millions have been spent, we should still feel called on to make excuses. If, when we boast about the wonderful wash-air we feed to a negligible percentage of our children, somebody who knows were to rise and say "But 50 per cent. of your children, and those among the younger ones to whom cleanliness is so vital, cannot wash their hands during the school day, and a large number cannot get a drink of water during school hours—because no facilities have been provided."

From Today's Contributing Editor

THE STAFF

Chronos E. Carr
Andrew L. Feltus
Richard W. Hubbard
J. C. Kendall
Rev. Dr. R. W. Lockhart
John E. McLane
St. Rev. Edward
Malcolm D. Feltus
Mrs. James W. Hubbard
Frank S. Streeter
Oscar A. Thomas
Mrs. Arnold S. Yantis

A LITTLE MORE

KINONESS, PLEASE!

The country awoke to the fact, not long ago, that school-teachers had an aversion to being starved to death. It was silly of them, but there you were! They were presumed to realize that, they were in a noble calling whose rewards were ever so much better than money. By way of answering this argument they decided to quit the job, tens of thousands of them, and had out what earning a real living was like. The country stood aghast.

OUR PUBLIC SCHOOLS

ARE, HAI A SURVEY!
OUR energetic School Board on Thursday arranged to have the Baltimore school system surveyed at last. It wisely selected the one individual who would seem to promise the most capable services, Prof. George Drayton Strayer, of the Teachers' College. At the same time the board, by its action, accomplished several things, namely: It recorded the most definite step so far taken for the betterment of the local school situation; it drew the supports from underneath sane opposition to the proposed \$6,000,000 school loan, and it convicted the Hon. Mr. Broening and his survey commission of all the things with which they have been charged by this participant.

For more than a year Mr. Broening chased about the country like a wild goose pretending that he was trying to arrange for a school survey, but that he couldn't get it. For many months the Survey Commission gushed over the universe and finally solemnly protested that it could not secure a survey. The new School Board, apparently having red blood in its veins and regulation apparatus in its head, arranged for an authoritative survey in the same short order that the writer offered to do in last Tuesday's column.

Mr. Broening may have been right when he charged the writer of Our Public Schools with being a poltroon, a gargoyle, a liar and a thief, but even all of these questionable qualities taken from the School Board exclusive credit for having succeeded in getting a survey for the Baltimore schools.

MISSING OPPORTUNITIES.
If the public is interested in facts, such as do not appear in the *Municipal Journal*, the following item should appeal. The writer of this department, at the time greatly concerned that Mr. Broening and his Survey Commission might actually do something which would ratify them to commendation from the friends of school betterment

fore planning—of even before abandoning plan—to stop, look and listen so as to make sure that they were headed in the right direction. If the Mayor jumped at his task prematurely, responsibility for his blunders rests with him, if the Commission did the same thing, it was doubtless prompted by putting complete faith in the conclusions that Mr. Broening's ability to lead was equal to anything

willfulness to as Baltimoreans believe that the did all it could taken; but this the assertion educational found hour were earnest taking on the asserted to this department be said on Broening had pulled course, the Board would make the survey after months of log and the Survey for Dr. Strayer city at least as the General Education it will be complete

CITY
BUT the aspect appeal to the constructive only two have tions. The conducted the Sage Foundation responsibility as the Cleveland The learned however, say the surveys com- Louis, St. Paul, Omaha, Los Angeles and other cities are being

Sunday Register

OUR OPINIONS

Three Simple, Pretty Styles for High School Girls.

BY PRISCILLA WAYNE.

At a recent meeting of the West High Parent-Teachers' association, eighteen girls of the school participated in a "style" show. These are three of the styles shown, any one of which is pretty and suitable and within the reach of

skirt are worn by one-piece dress by (at the right) and ston (seated). lothe their daughters as these, al way

tempted to leave school because they cannot "keep up."

Here are more letters on the subject of snobbery in the high schools, and the effect it has upon those who are unable to maintain the pace set. What do you think?

Do you think high school boys and girls of today are snobbish? Do you believe the wearing of a standard high school costume would help the situation?

What DO you think?

Delinquent Homes—Delinquent Children.

By MRS. J. E. LESLIE.

JUDGE HULBERT only spoke a well-aided fact when he asserted before the woman's club that parents are to blame for the culprits who fill the Detention Home.

The sole responsibility for

offenders come would lead one to think that the parents have no idea of an ideal of anything. Letters to the Experience Column—thousands of them—from children complaining of drunken fathers and nagging mothers making home anything but what the word means, would point to an utter lack of ideals. These letters either say that the little writers love mother and try to please her, but in vain, or else they have reached the stage where their natural love has turned to hate—a condition which seems revoltingly impossible to those whose homes are what God meant home to be.

Church and school can help in the moral and ethical training of children, but unless there is the home foundation, their work bears merely superficial results that will not stand the strain of the world's temptation or the child's defiance and sense of injustice that floods the whole being of the little injured one.

The atmosphere of love at home is the best safeguard against the juvenile court—not only love, for even the meanest parent has a natural love for his child—but the atmosphere that comes from love expressed without restraint.

PUBLIC SERVICE

Faulty Nutrition

By MRS. WILLIAM J. CHALLMAN.

Nutrition Facts Leader, Home Bureau of Chamber of Commerce.

(This series of articles assembled by the Home Bureau of the Chamber of Commerce is prepared by observing in different walks of life, for the purpose of calling to the attention of the public the prevalence of malnutrition among children in Spokane and its effects on adults. Articles will be presented from the view point of an army medical officer, a tuberculosis specialist, a business man, a labor leader and a physical director.)

A careful survey by the Spokane public school health department, in which over 4000 children were weighed and measured, reveals a high percentage of malnutrition. It is as marked here as in Boston and in Chicago, where investigation by the eminent child specialist, Dr. Emerson, shows that unsatisfied every three children is malnourished. This same ratio of men unfit for military service existed in the draft for the great war. The fact plainly suggests that children below normal become adults below par—they don't "outgrow it." What shall

(f) School Athletic News.

*A Program
for School
News*

From the reports of editors and superintendents, it was learned that a large amount of school athletic news gets into the newspaper. It was stated that this side of school life is over-emphasized by the press. However that may be, athletic news plays a prominent part in school news. It should be as carefully prepared as any other school news and, whenever possible, made to inform the reading public of the relation between school and sport. It cannot be denied that this is one channel through which certain citizens can be interested in the public school system. Probably its proper position is on the general athletic page. In some instances, public school sport news is considered of front page and editorial column importance.

(g) Parent Teacher Association Notes.

A large majority of editors rated this kind of news very highly. It should have an important place in any publicity program. This importance will, of course, depend upon the importance of the Parent Teacher organization in the system. The opinion of school patrons relative to school matters will find a place for its expression in this type of news.

(h) School Board Meeting News.

This is a very common kind of news. It is usually covered by the newspaper itself. It is often the subject of sensationalism. A carefully prepared account of school board meetings, if furnished to the newspapers, might avoid some of this sensational treatment.

(i) Local Teachers' Club News.

Where such organizations exist, news as to their activities should be made a part of the publicity program. The point of view of

Do Not Forget to Vote on Monday at
the Davenport School Election

Dr. Strayer Stirs C. of C. on School Needs. By Stein

THE DOCTOR WAS SHOCKED WHEN HE FOUND PUPILS HOARDED IN BASEMENTS COMPELLED TO STUDY BY ELECTRIC LIGHT— WHO WOULDN'T BE

HE ADMIRER MANY OF OUR SCHOOL BUILDINGS BUT WAS MORTIFIED TO SEE HOW PUPILS WERE PACKED IN— "CHILDREN CAN NOT BE PROPERLY EDUCATED IN THIS FASHION" SAID HE

BUT, I HAVE FOUND GOOD THINGS ABOUT BRIDGEPORT— ONE IS— YOU STAND THREE OF THE CITIES IN THE EAST IN REGARD TO ADEQUATE TEACHERS COMPENSAT

Let's Keep Going Until We Get to First Street

CARTOONS ADAPTED TO SCHOOL PUBLICITY

the teacher makes good news. An example in Figure 28, page 95 shows how one newspaper treats news about teachers.

*A Program
for School
News.*

(j) A Page or Department Contributed by School Children.

Figure 16, page 106 shows how this type is featured in Long Branch, California; Des Moines, Iowa; and Grand Rapids, Michigan. It differs from school notes prepared by students in that the articles, as will be seen, are not of a news character. Its value is probably two fold: first, to interest the children in newspaper writing; and, secondly, to interest the parents in the school. It can be adapted to any grade through the High School. Several editors expressed interest in this type of news.

(k) Editorials.

The use of the editorial for discussing school matters is controlled by the newspaper. Some editors believe that this is the only division of the newspaper which should carry propaganda for, or state opinions relative to, school matters. It is clear that the editorial carries great weight. The proper relations between the school system and the editor will make it possible to secure for education that editorial discussion to which its importance entitles it. Figure 25, page 24 illustrates editorial discussion of school matters.

(l) The Sunday Magazine and Picture Supplement.

School news finds its place in the Sunday edition. It is a good edition for school news. The Sunday magazine is adapted to articles of considerable length. A series of such articles on school matters could be made a very important part in a publicity program. Pictures are a good publicity. The Rotogravure Section of the modern Sunday newspaper offers excellent opportunity for picturing the plant and activities of the

Enrollment in Bangor Public Schools on Sept. 1, 1920

—AGE GRADE TABLE—

FOR SEPTEMBER 1, 1920

AGE	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
KINDERGARTEN	18	131	38	0																	193
GRADE I		41	50	3																	124
GRADE II																					231
GRADE III																					251
GRADE IV																					187
GRADE V																					187
GRADE VI																					187
GRADE VII																					187
GRADE VIII																					187
GRADE IX																					187
GRADE X																					187
GRADE XI																					187
GRADE XII																					187
TOTAL	18	172	118	9																	317
GRADE I			82	246	121	35	7	2	1	1											495
GRADE II				48	132	107	32	16	3	4	1										231
GRADE III				4	42	134	109	39	11	6	5										251
GRADE IV						36	128	84	50	24	6										187
GRADE V							43	109	97	49	28										187
GRADE VI							4	44	137	87	43										187
GRADE VII								1	26	83	65										187
GRADE VIII									12	52	116										187
GRADE IX									4	17	58										187
TOTAL			83	236	315	312	323	296	341	323	322										317
GRADE									4	21	94										317

HOW AKRON SCHOOL DOLLAR IS SPENT

PELHAM PUBLIC SCHOOLS SHOW A STEADY GROWTH

How Akron dollar is an has just been Reed, super. There are expenditure of these has ly, by Mr. E. comparison with other the distrib The diagram position of been divide of this year. Compared country, ac City School bureau of Akron mak showing a

6-10, offi 4-10, Ame 1-10, tinn 7-10, com Use kren, city salu the and less and lecty tra in sup the cani is city O ted and Me rapid upon that of and kee

IRREGULAR SCHOOL ATTENDANCE AND FAILURES

FIRST GRADE, 1920-21, TURLINGTON GRADED SCHOOL SMITHFIELD, N. C.

There were 107 pupils in the first grade last year, 1920-21. Thirty two were absent less than two days a month, and every single one of them was promoted. 100 per cent promotion.

CHARTS AND GRAPHS WHICH HAVE BEEN PUBLISHED IN NEWSPAPERS

school system; colleges have utilized this kind of publicity to a considerable extent. A public school news organization ought to be able to convince an editor that the public schools of any city offer splendid subjects for rotogravure pictures in the Sunday edition. Figures 17 and 18, pages 108 and 110 show school news in the Sunday edition. *A Program for School News.*

(m) The "Column".

Figure 19, page 112 shows that the special columns find school news of interest. The special column writer may be made a valuable member of any public school news organization.

(n) Cartoons.

To some, the use of cartoons to carry school news may seem undignified. However that may be, many reforms have been achieved by the use of newspaper cartoons. Figure 20, page 114 shows some examples of the cartoon as adapted to school news purposes. Observation will prove that cartoons are much read. They have the quality of being easily understood. They have a place in some school publicity programs.

(o) Charts and Graphs.

The school man is rapidly coming to use charts and graphs to express school facts. They undoubtedly should be utilized in a newspaper program. Figure 21, page 116 shows some that have been published in newspapers. Their use, however, should be carefully governed by the results desired. For the general reader, only the simplest charts and graphs are effective. Those which contain the elements of the picture are the most effective.

(p) Display Advertising.

Conditions may make it advisable to use paid display advertising. Oftentimes the expense of such publicity will be borne by civic organizations. Figures 12 and 22, pages 98 and 118 illustrate this form of publicity.

"Our Boys and Girls First"

1. The people of Bucyrus want good schools.
2. Good schools are not possible without good teachers and good buildings.
3. Good teachers must be paid living wages, and good buildings cost money.
4. Public education is a business proposition, most likely our city's biggest business undertaking.
5. Every citizen must assume his share of the responsibility for public education—that's what "America" means.

Vote for the Two Mill Levy to Properly Officer Our Schools
and Additional Bond Issue to Complete the New High School

Election August 10, 1920

"Our Boys and Girls First"

SCOTTISH RITE IS BACK OF BONDS FOR NEW HIGH SCHOOL

Whereas, It has been proposed that the city of Tucson, by special election for that purpose, issue bonds in the sum of \$750,000 for the purpose of financing the erection of a modern and commodious high school building; and,

Whereas, The individual members of this body have given careful consideration and thought to the needs of Tucson for such an institution; and,

Whereas, It is the unanimous consensus of opinion of this body that nothing short of a building capable of accommodating the rapidly increasing attendance for a number of years in the future should be erected, and that such a building is seriously demanded immediately; now therefore be it

Resolved by Arizona Consistory No. 1, Scottish Rite Masons, That it is for the best interest of the citizens of Tucson that the proposed bond issue of \$750,000 be favorably considered by the united taxpayers of school district No. 1; and, be it further

Resolved, That Arizona Consistory No. 1, Scottish Rite Masons, hereby manifests its fullest support of the aforesaid bond issue.

The Man Who Knows

The world is asking each day:

"WHERE CAN I GET THE RIGHT MAN TO FILL
THAT PLACE?"

When new positions become open; when selections are made for the places ahead, who is the man that is offered the opportunity?

It Is The "Man Who Knows"

You can prepare yourself for a large place in the world by getting ready now to enter school.

SEPTEMBER 6TH,

and by continuing your studies until you get the best education that the public schools can offer towards making you become some day

The Man Who Knows

The Grand Junction Public Schools

TO THE CITIZENS OF ERIE

(Article 2)

Do you realize that the increased cost of labor and supplies affects the school system to the same degree as that of the merchant, manufacturer or private citizen?

The operation of a school system consists entirely of supplies and salaries of employees. Teachers must be paid living wages or compelled to seek other vocations. The School Board must pay the market price for coal, paper and all necessary supplies, which have doubled and tripled in price.

The question to be decided is whether the completion of the East High School shall be financed by adding an additional five mills to the operating costs or

Are Your Children On Part Time?

There will be a Public Meeting to discuss

THE

School Bond Issue

Tuesday, MARCH 15

AT 8 P. M.

HIGH SCHOOL AUDITORIUM

Your Boy Is Going to School of Course

One of the greatest misfortunes that can befall a child is to drop out of school before he has received a good

Common-School Education.

All This Week

WE ARE OFFERING A LOT OF BOYS' SHOES
Sizes 9 to 6, at

\$3.45 per pair

The regular value on these shoes will run as high as \$6.00.

Samplers

Put On The Roof

You wouldn't build a house and leave off the roof would you?

That's just what we are up against with the New Bucyrus High School. There is money enough to build the building but not enough to finish the second floor. The second floor is a vital part as it is divided into school rooms and this room is absolutely needed. Temporary frame buildings at three different places prove that we need more rooms and of a creditable kind.

Come on Fellows, School Begins Next Tuesday

School begins next Tuesday—You hear it on every hand. Teachers are beginning to arrive from their summer vacations and are looking for rooms. People are moving in from surrounding towns and country so that their sons and girls may have advantage of the new, fine school building. The new addition to the High School is completed. Everything is in readiness for the coming year. Biggest business—equipping our boys and girls to fill their places in the world.

The Fair Store is fully prepared to meet every requirement in satisfactory School Clothing for boys and girls of all ages.

Education The Best Investment

According to statistics from the

Have The Children Take This List of Supplies With Them the First Day of School

It contains all the needed supplies as approved by the school

DISPLAY ADVERTISEMENTS
LOCAL MERCHANTS ARE OFTEN WILLING TO ADVERTISE THE SCHOOLS

- (q) As a Part of the Continuous Campaign, some school systems have been enabled to secure special editions of the newspaper for school publicity. *A Program for School News*
In some cases, the entire edition of the paper has been prepared by the students of a school system or journalism class. In some cases, a special "School Number" has been issued. Figure 26, page 42 illustrates this cooperation on the part of the newspaper.

CONCLUSION

A public school publicity or news program should be developed as a part of the whole educational program with the cooperation and advice of newspaper organizations. If it is carefully planned, thoroughly organized, and systematically carried out, it will prove to be of great benefit to the school system. It will be a most powerful agency for securing the interest, cooperation, and support of the public, without which progress is impossible.

APPENDIX A

NEWSPAPERS FROM WHICH THE MATERIAL FOR THE NUMBER
COUNT AND COLUMN INCH MEASUREMENT WAS SECURED

<i>City</i>	<i>State</i>	<i>Name of Newspaper</i>
Akron	Ohio	The Akron Times
Boise	Idaho	The Idaho Daily Statesman
Buffalo	New York	The Buffalo Evening News
Canton	Ohio	The Evening Repository
Davenport	Iowa	The Davenport Times
Denver	Colorado	The Denver Post
Des Moines	Iowa	The Des Moines Register
Detroit	Michigan	The Detroit News
Great Falls	Montana	The Great Falls Tribune
Haverhill	Massachusetts	The Haverhill Gazette
Lincoln	Nebraska	The Nebraska State Journal
Long Beach	California	The Daily Telegram
Manchester	New Hampshire	The Manchester Union
Muskegon	Michigan	The Muskegon Chronicle
Newark	New Jersey	The Newark Evening News
Oakland	California	The Oakland Tribune
Rochester	New York	The Democrat-Chronicle
Rockford	Illinois	The Rockford Daily Register-Gazette
Salt Lake City	Utah	The Salt Lake Tribune
San Diego	California	The San Diego Union
Scranton	Pennsylvania	The Scranton Times
Seattle	Washington	The Seattle Daily Times
Spokane	Washington	The Spokane-Chronicle
White Plains	New York	The Daily Reporter
Wichita	Kansas	The Wichita Daily Eagle

APPENDIX B.

DAILY NEWSPAPERS COOPERATING IN THIS STUDY

NEWSPAPERS IN CITIES OF 100,000 AND OVER

<i>City</i>	<i>Name of Paper</i>	<i>Edition</i>
1. Akron, Ohio.....	The Times.....	Evening and Sunday
2. Boston, Mass.....	The American.....	Evening and Sunday
3. Boston, Mass.....	The Christian Science Monitor.....	Morning
4. Boston, Mass.....	The Transcript.....	Evening
5. Birmingham, Ala.....	The News.....	Evening and Sunday
6. Bridgeport, Conn.....	The Post.....	Evening and Sunday
7. Buffalo, N. Y.....	The News.....	Evening
8. Chicago, Ill.....	The News.....	Evening
9. Cincinnati, Ohio.....	The Post.....	Evening
10. Dayton, Ohio.....	The News.....	Evening and Sunday
11. Des Moines, Ia.....	The Register.....	Morning and Sunday
12. Detroit, Mich.....	The News.....	Evening and Sunday
13. Grand Rapids, Mich.....	The Press.....	Evening
14. Independence, Mo.....	The Examiner.....	Evening
15. Kansas City, Mo.....	The Star.....	Evening and Sunday
16. Louisville, Ky.....	The Times.....	Evening
17. Milwaukee, Wis.....	The Journal.....	Evening and Sunday
18. Minneapolis, Minn.....	The Tribune.....	Morning, Evening and Sunday
19. Newark, N. J.....	The News.....	Evening
20. Philadelphia, Pa.....	The Inquirer.....	Morning and Sunday
21. Portland, Ore.....	The Oregonian.....	Morning and Sunday
22. St. Louis, Mo.....	The Globe Democrat.....	Morning and Sunday
23. St. Louis, Mo.....	The Post Dispatch.....	Evening and Sunday
24. Scranton, Pa.....	The Times.....	Evening
25. Seattle, Wash.....	The Times.....	Evening and Sunday

NEWSPAPERS IN CITIES OF 30,000 TO 100,000

<i>City</i>	<i>Name of Paper</i>	<i>Edition</i>
1. Allentown, Pa.....	The Call.....	Morning and Sunday
2. Canton, Ohio.....	The Repository.....	Evening and Sunday
3. Charleston, S. C.....	The Post.....	Evening
4. Chattanooga, Tenn.....	The Times.....	Morning and Sunday
5. Columbia, S. C.....	The State.....	Morning and Sunday
6. Davenport, Ia.....	The Times.....	Evening
7. Duluth, Minn.....	The Herald.....	Evening
8. Elmira, N. Y.....	The Star Gazette.....	Evening
9. Fort Wayne, Ind.....	The Journal Gazette.....	Morning and Sunday
10. Gary, Ind.....	The Post and Tribune.....	Evening
11. Lewiston, Me.....	The Journal.....	Evening and Sunday
12. Lima, Ohio.....	The News and Times Democrat.....	Morning, Evening and Sunday
13. Macon, Ga.....	The Telegraph.....	Morning and Sunday
14. Manchester, N. H.....	The Union.....	Morning
15. Montgomery, Ala.....	The Journal.....	Evening and Sunday
16. Newport, R. I.....	The News.....	Evening
17. Ogden, Utah.....	The Standard Examiner.....	Evening and Sunday
18. Oklahoma City, Okla.....	The Oklanoman.....	Morning and Sunday
19. Passaic, N. J.....	The Herald.....	Evening
20. Perth Amboy, N. J.....	The News.....	Evening
21. Pittsfield, Mass.....	The Berkshire Eagle.....	Evening
22. Portland, Me.....	The Express and Advertiser.....	Evening and Sunday

<i>City</i>	<i>Name of Paper</i>	<i>Edition</i>
23. St. Joseph, Mo.....	The News Press.....	Evening
24. Saginaw, Mich.....	The News Courier.....	Evening and Sunday
25. South Bend, Ind.....	The Tribune.....	Evening
26. Springfield, Ill.....	The Illinois State Journal.....	Morning and Sunday
27. Tacoma, Wash.....	The News Tribune.....	Evening
28. Taunton, Mass.....	The Gazette.....	Evening
29. Terre Haute, Ind.....	The Star.....	Morning and Sunday
30. Troy, N. Y.....	The Record.....	Morning and Evening
31. Utica, N. Y.....	The Press.....	Morning
32. Wichita, Kan.....	The Eagle.....	Morning and Sunday

NEWSPAPERS IN CITIES OF LESS THAN 30,000

1. Albion, Mich.....	The Recorder.....	Evening
2. Athens, Ohio.....	The Messenger.....	Evening
3. Bellingham, Wash.....	The Herald.....	Evening
4. Brownsville, Tex.....	The Herald.....	Evening and Sunday
5. Burlington, Vt.....	The Free Press.....	Morning
6. Casper, Wyo.....	The Tribune.....	Evening
7. Cedar Falls, Ia.....	The Record.....	Evening
8. Cheyenne, Wyo.....	The Wyoming State Tribune and Leader.....	Morning, Evening and Sunday
9. Elkhart, Ind.....	The Truth.....	Evening
10. Fargo, N. D.....	The Forum.....	Evening
11. Fort Dodge, Ia.....	The Messenger and Chronicle.....	Evening
12. Grand Forks, N. D.....	The Herald.....	Morning, Evening and Sunday
13. Greeley, Col.....	The Tribune and Republican.....	Morning and Evening
14. Henderson, N. C.....	The Dispatch.....	Evening
15. Idaho Falls, Idaho.....	The Times Register.....	Morning and Sunday
16. Jackson, Miss.....	The News.....	Evening and Sunday
17. Keene, N. H.....	The Sentinel.....	Evening
18. Keyser, W. Va.....	The Mineral News.....	Evening
19. Key West, Fla.....	The Citizen.....	Evening
20. Little Falls, Minn.....	The Transcript.....	Evening
21. Logan, Utah.....	The Journal.....	Evening
22. Marion, Ohio.....	The Star.....	Evening
23. Meridian, Miss.....	The Star.....	Evening and Sunday
24. Moultrie, Ga.....	The Observer.....	Evening
25. Nashua, N. H.....	The Telegraph.....	Evening
26. New London, Conn.....	The Day.....	Evening
27. Pocatello, Idaho.....	The Tribune.....	Evening
28. Pulaski, Va.....	The Southwest Times and News Review.....	Evening
29. Raleigh, N. C.....	The News and Observer.....	Morning and Sunday
30. Rutland, Vt.....	The Herald.....	Morning
31. Rome, Ga.....	The News.....	Evening and Sunday
32. St. Cloud, Minn.....	The Journal Press.....	Evening
33. San Bernardino, Calif.....	The Sun.....	Morning and Sunday
34. Santa Rosa, Calif.....	The Press Democrat.....	Morning and Sunday
35. Sioux Falls, S. D.....	The Argus Leader.....	Evening
36. Sterling, Col.....	The Advocate.....	Evening
37. Tallahassee, Fla.....	The Democrat.....	Evening
38. Tusealoosa, Ala.....	The News and Times Gazette.....	Evening and Sunday
39. Wakefield, Mass.....	The Item.....	Evening
40. Walla Walla, Wash.....	The Bulletin.....	Evening and Sunday
41. Winchester, Ky.....	The Sun.....	Morning and Evening

APPENDIX C.

LIST OF CITIES IN WHICH THE PUBLIC SCHOOL SYSTEM COOPERATED.

<i>City</i>	<i>State</i>	<i>City</i>	<i>State</i>
Aberdeen.....	South Dakota	Clifton Forge.....	Virginia
Adams.....	Massachusetts	Coatesville.....	Pennsylvania
Albany.....	Alabama	Coeur d' Alene.....	Idaho
Albuquerque.....	New Mexico	Colorado Springs.....	Colorado
Alexandria.....	Indiana	Columbus.....	Nebraska
Alexandria.....	Louisiana	Columbus.....	Georgia
Allentown.....	Pennsylvania	Concord.....	New Hampshire
Altoona.....	Pennsylvania	Council Bluffs.....	Iowa
Anderson.....	South Carolina	Danvers.....	Massachusetts
Ansonia.....	Connecticut	Davenport.....	Iowa
Asbury Park.....	New Jersey	Denison.....	Texas
Astoria.....	Oregon	Denver.....	Colorado
Athens.....	Georgia	Detroit.....	Michigan
Atlanta.....	Georgia	Dubuque.....	Iowa
Bakersfield.....	California	Duluth.....	Minnesota
Bangor.....	Maine	Durham.....	North Carolina
Battle Creek.....	Michigan	Easton.....	Pennsylvania
Bayonne.....	New Jersey	East St. Louis.....	Illinois
Bellows Falls.....	Vermont	Eau Claire.....	Wisconsin
Bennington.....	Vermont	Elizabeth.....	New Jersey
Berkeley.....	California	Elkins.....	West Virginia
Binghamton.....	New York	El Paso.....	Texas
Birmingham.....	Alabama	Erie.....	Pennsylvania
Bloomfield.....	New Jersey	Escanaba.....	Michigan
Bloomington.....	Indiana	Everett.....	Massachusetts
Bowling Green.....	Kentucky	Everett.....	Washington
Bowling Green.....	Ohio	Fargo.....	North Dakota
Bozeman.....	Montana	Fort Smith.....	Arkansas
Brattleboro.....	Vermont	Fredericksburg.....	Virginia
Bridgeport.....	Connecticut	Fresno.....	California
Brockton.....	Massachusetts	Gadsden.....	Alabama
Brunswick.....	Georgia	Galesburg.....	Illinois
Buffalo.....	New York	Gardner.....	Massachusetts
Burlington.....	Iowa	Gary.....	Indiana
Burlington.....	Vermont	Grand Forks.....	North Dakota
Cairo.....	Illinois	Grand Junction.....	Colorado
Canton.....	Illinois	Grand Rapids.....	Michigan
Canton.....	Ohio	Great Falls.....	Montana
Cape Girardeau.....	Missouri	Greeley.....	Colorado
Carlisle.....	Pennsylvania	Green Bay.....	Wisconsin
Carthage.....	Missouri	Greencastle.....	Indiana
Cedar Rapids.....	Iowa	Greensboro.....	North Carolina
Central Village.....	Connecticut	Greenville.....	Mississippi
Chelsea.....	Massachusetts	Hackensack.....	New Jersey
Chester.....	Pennsylvania	Hagerstown.....	Maryland
Cheyenne.....	Wyoming	Hancock.....	Michigan
Chickasha.....	Oklahoma	Hannibal.....	Missouri
Chicopee.....	Massachusetts	Harrisburg.....	Pennsylvania
Cicero.....	Illinois	Haverhill.....	Massachusetts
Cleveland.....	Ohio	Helena.....	Arkansas
Cleveland.....	Tennessee	Holyoke.....	Massachusetts

<i>City</i>	<i>State</i>
Huron.....	South Dakota.
Independence.....	Kansas
Indianapolis.....	Indiana
Iowa City.....	Iowa
Ironton.....	Ohio
Ironwood.....	Michigan
Jackson.....	Michigan
Jacksonville.....	Illinois
Jamestown.....	New York
Jeanette.....	Pennsylvania
Jersey City.....	New Jersey
Joliet.....	Illinois
Kansas City.....	Kansas
Kenosha.....	Wisconsin
Keokuk.....	Iowa
Kinston.....	North Carolina
Kokomo.....	Indiana
La Crosse.....	Wisconsin
Lancaster.....	Ohio
Lancaster.....	Pennsylvania
Lansing.....	Michigan
Latrobe.....	Pennsylvania
Leavenworth.....	Kansas
Lebanon.....	New Hampshire
Leominster.....	Massachusetts
Lewiston.....	Idaho
Lewiston.....	Maine
Lexington.....	Missouri
Little Falls.....	Minnesota
Los Angeles.....	California
Lynn.....	Massachusetts
Malden.....	Massachusetts
Mamaroneck.....	New York
Maistee.....	Michigan
Mankato.....	Minnesota
Martins Ferry.....	Ohio
Medford.....	Oregon
Mexico.....	Missouri
Miami.....	Florida
Middletown.....	Connecticut
Milton.....	Massachusetts
Milwaukee.....	Wisconsin
Minot.....	North Dakota
Missoula.....	Montana
Mitchell.....	South Dakota
Moberly.....	Missouri
Moline.....	Illinois
Monroe.....	Michigan
Montclair.....	New Jersey
Montgomery.....	Alabama
Montpelier.....	Vermont
Mount Vernon.....	Illinois
Mount Vernon.....	New York
Muskogee.....	Oklahoma
Nangatuck.....	Connecticut
Nashua.....	New Hampshire

<i>City</i>	<i>State</i>
Nevada.....	Missouri
New Castle.....	Pennsylvania
New Orleans.....	Louisiana
Newtonville.....	Massachusetts
Norfolk.....	Virginia
Northampton.....	Massachusetts
Norwalk.....	Connecticut
Oakland.....	California
Oak Park.....	Illinois
Oklahoma City.....	Oklahoma
Olympia.....	Washington
Omaha.....	Nebraska
Oshkosh.....	Wisconsin
Ottumwa.....	Iowa
Owensboro.....	Kentucky
Paducah.....	Kentucky
Pasadena.....	California
Paterson.....	New Jersey
Philadelphia.....	Pennsylvania
Phoenix.....	Arizona
Pine Bluff.....	Arkansas
Pittsfield.....	Massachusetts
Pocatello.....	Idaho
Pontiac.....	Michigan
Portsmouth.....	New Hampshire
Portsmouth.....	Virginia
Prescott.....	Arizona
Pueblo.....	Colorado
Quincy.....	Illinois
Raleigh.....	North Carolina
Reading.....	Pennsylvania
Redlands.....	California
Revere.....	Massachusetts
Richmond.....	Virginia
Rochester.....	Minnesota
Rochester.....	New York
Rock Island.....	Illinois
Rome.....	Georgia
St. Johnsbury.....	Vermont
St. Joseph.....	Missouri
Salt Lake City.....	Utah
San Diego.....	California
San Rafael.....	California
Santa Barbara.....	California
Santa Cruz.....	California
Santa Fe.....	New Mexico
Sapulpa.....	Oklahoma
Savannah.....	Georgia
Schenectady.....	New York
Seranton.....	Pennsylvania
Selma.....	Alabama
Sharpsburg.....	Pennsylvania
Sheboygan.....	Wisconsin
Shreveport.....	Louisiana
Sioux City.....	Iowa
Solvay.....	New York

<i>City</i>	<i>State</i>
Somerville.....	Massachusetts
Spokane.....	Washington
Springfield.....	Missouri
Springfield.....	Ohio
Stamford.....	Connecticut
Streator.....	Illinois
Superior.....	Wisconsin
Syracuse.....	New York
Taunton.....	Massachusetts
Terre Haute.....	Indiana
Texarkana.....	Texas
Topeka.....	Kansas
Trenton.....	New Jersey
Union.....	New Jersey
Utica.....	New York
Vicksburg.....	Mississippi
Waco.....	Texas
Walla Walla.....	Washington
Wallingford.....	Connecticut
Washington.....	District of Columbia

<i>City</i>	<i>State</i>
Washington.....	Pennsylvania
Waterbury.....	Connecticut
Wausau.....	Wisconsin
Waycross.....	Georgia
West Hoboken.....	New Jersey
West Orange.....	New Jersey
Wheeling.....	West Virginia
Wichita.....	Kansas
Wilkes-Barre.....	Pennsylvania
Willimantic.....	Connecticut
Wilmington.....	North Carolina
Winchester.....	Massachusetts
Winchester.....	Virginia
Winston Salem.....	North Carolina
Woburn.....	Massachusetts
Worcester.....	Massachusetts
Yazoo City.....	Mississippi
Youngstown.....	Ohio
Zanesville.....	Ohio

VITA

The author of this dissertation, Rollo George Reynolds, was born at Cambridge, Vermont, on March 31, 1886. He received his early education in the public schools of Vermont and the public high school of Brookline, Massachusetts, from which he graduated in 1906. He attended Dartmouth College, Hanover, New Hampshire, from which he received the degree of Bachelor of Arts in 1910. During the year 1910-11, he was instructor in history at Juniata College, Huntingdon, Pa. From 1911 to 1915 he served as principal of elementary and high schools in Cambridge, Stowe, and Morrisville, Vermont. From 1915 to 1917 he served as executive secretary to the State Board of Education of Vermont. From 1917 to 1919, he was Director of the Theodore N. Vail Agricultural School and farms, Lyndonville, Vermont. During the years, 1917 and 1918, he was appointed as State Director for Vermont of the United States Boys Working Reserve and State Chairman of the Boys and Girls Division of the United War Work Drive. In 1919 he served for six months as lecturer with the United States Army Educational Corps in France and Germany.

He was a student at Columbia University during the year 1919-1920 from which institution he received the degree of Master of Arts. In 1920 he assisted in the educational survey of the public school system of Greensboro, North Carolina. In 1920 he was appointed Director of the Vermont State Summer School at Rutland. He was Associate in Educational Administration at Teachers College, Columbia University, during the year 1920-1921. During the year 1920-1921 he assisted in the educational survey of the public school system of Baltimore, Maryland.

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